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ABSTRACT

A four-part publication places intergenerational programming in the larger context of community renewal and well-being. Part I, "The Basics: What, Who, and Why," contains two articles. The first, by Kathlyn Thorp, defines intergenerational activities and considers organizations which should be involved in such activities and possible benefits, while the second article, by Carol H. Tice, considers the issue of well-being from an intergenerational perspective. Part II examines issues and answers through the following articles: "Five Questions to Test Your Intergenerational Idea" (Tom Bird); "Intergenerational Programs: Getting Started" (James P. Firman and Anita Stowell); "Community Planning for Intergenerational Programming: A Model for Community-Wide Program Development" (Catherine Ventura-Merkel); "So You Want to Start Something" (Sallie Johnson); "Training for Intergenerational Programs" (Sally Newman and Edgar Weinsberg); "Systems Intervention: An Effective Approach to Intergenerational Program Development" (Nancy Z. Henkin, Miriam S. Spector, and Steven L. Tunick); and "Stages in Intergenerational Development" (Kathlyn Thorp). Part III contains articles on program ideas: a Tulsa, Oklahoma, local government internship program, a Rochester, Minnesota, senior citizen food co-op, a Philadelphia intergenerational theater troupe, a San Francisco senior citizen school volunteer program, the Madison, Wisconsin, program SCOPE (Students, Community, Older People, Parents and Educators), and other ideas. Part IV contains resource lists. (LP)

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INTERGENERATIONAL PROGRAMS: A RESOURCE FOR COMMUNITY RENEWAL

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July 1985

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Editor's Note

With this publication, we have tried to put intergenerational programming into the larger context of community renewal and well-being. We have been fortunate to gather bits of wisdom from some of the "experts" in this field; more than a dozen of the leaders in this field have submitted issue papers exploring exciting model programs, sharing specific strategies for building successful programs and examining potential links with existing systems and structures.

Between the covers here you will find valuable information provided in small doses with an emphasis on common sense. We know you folks are busy, and it is our hope that you can find just the right information to give you the motivation or the skills that you need to help create a new intergenerational opportunity in your family, your school, your church or your community. Once you get started, we are confident that the power of people caring for one another across generations will be sufficient to carry you through into the future.

My thanks to all of those who contributed to this publication:

- To those of you who wrote excellent issue papers that seemed to fall together into a cohesive whole all by themselves.
- To my staff, who helped with everything from layout to editing to writer's block.
- To my own wonderful family that has always provided for me a solid foundation of love, trust and support.
- To all of the Ryans and Amys of this world, who have found that giving of yourself is the best way to find yourself! ■

The Basics: What, Who and Why

Alice was given good advice in Wonderland when she was reminded to "begin at the beginning"; our publication will try to do the same. Before anyone can make a commitment of time, energy and resources to the idea of intergenerational programming, they need to understand:

- Exactly what does intergenerational mean?
- Who might engage in the work of creating intergenerational sharing?
- Why should anyone bother?

The Basics: What, Who and Why

by Kathlyn Thorp
Director
Wisconsin Positive Youth Development Initiative, Inc.

When I think of intergenerational programs, I think first of the stories I have heard during the past five years from people who are living their lives in intergenerational patterns. I have heard Amy describe the sense of belonging and self-worth brought to her life at the age of 86 as a volunteer Friendly Listener. Her work with this program has brought her in contact with two young girls who return home from school before either of their parents return home from work. A problem that many of us discuss as "latch-key children" has been brought full circle to a solution that Amy calls love. "I love my two girls, and I look forward to each day now that I know I will be able to talk with them." I have heard an 8-year-old boy named Ryan, speaking quite bravely into a microphone, describe how a Cub Scout project started by his older brother three years ago has brought something unexpected into his family. The project required Ryan's brother to adopt a "Foster Grandparent." This project, aimed at providing a solution to the problem of isolation among the elderly, has become a lasting relationship involving the entire family. The "grandmother" spends holidays with the family, helps them celebrate birthdays and has been integrated into the very fabric of their life. "My own grandma is dead, but I love this grandma and she loves me."

While these two moving testimonials stand as evidence that the work of promoting intergenerational contact is important work, they also symbolize the difficulty. How can we help to bring people together, to help them make their own intergenerational connections and to form their own intergenerational habits without creating complex new bureaucracies or organizational monsters? The idea of intergenerational contact is a simple and understandable one, but putting that idea into practice as a lasting, effective program is more difficult.

At a recent national conference on intergenerational programming held at the Johnson Foundation's Wingspread Center in Racine, Wisconsin, one of the keynote speakers discussed this dilemma. "Intergenerational contact is a little like happiness; it is hard to get to if you go straight at it," said Tom Bird, a consultant from Far West Labs for Education Research and Development in San Francisco. He challenged the audience to ask one question when trying to find a way to start up something lasting that will promote intergenerational contact:

"What good things are there to do
- that we would be, should be or are doing anyway
- that provide a good device for bringing generations together
- in such a way that they play roles that are attractive to both of them
- and that are sufficiently productive in a community that they have every probability of continuing after their initial champions leave?"

Tom stressed that we don't need to create complex new organizations in order to promote intergenerational sharing, but we do need to find creative ways to build partnerships among existing organizations in our communities so that intergenerational contact becomes a habit.

What is Intergenerational?

The National Council on the Aging has defined intergenerational as **"activities or programs that increase cooperation, interaction or exchange between any two generations. It involves the sharing of skills, knowledge or experience between old and young."** This definition can be applied to all of the generations in your community. It may involve older persons working with young children several generations removed from themselves or it can bring together young parents with people one generation older to serve as role models, to provide respite and to teach parenting skills.

This publication contains many examples of the diversity of activities that can accomplish intergenerational goals. Some of them are clearly aimed at providing fun and friendship for people, while others have more complex educational or service components. The bottom line is always the same; you bring people together from different generations who might not normally have access to such relationships and let them learn from one another.

Who Should Be Involved In Intergenerational Programs?

Everyone could benefit from forming intergenerational habits and relationships in their personal lives, but some community-based organizations seem logical places to begin developing actual programs to get the ball rolling:

- ***Schools*** have a natural youth constituency. Their educational program can be enhanced by using older volunteers in various roles as teachers, tutors, aides and mentors. Such partnerships also strengthen school/community relationships.
- ***Churches*** involve people from many generations. Rather than separating these groups as is commonly done (youth programs for one population and senior programs for another), why not make a special effort to mix people together on projects so that they can share experiences and develop bonds?
- ***Senior Centers, Nursing Homes*** and other organizations that serve the needs of older persons can improve the quality of life for their constituents by building intergenerational programs into daily operations.
- ***Community Centers/Youth Centers*** provide a facility and some supervised activity for people of different ages in your community. They could begin by hosting several events each year that bring people of different ages together for fun or work; eventually one center might serve the needs of all generations in the community.
- ***Clubs and groups*** like 4-H, Girl and Boy Scouts, Girls and Boys Clubs, Little League, Kiwanis, Rotary, Lions, and hundreds more that exist to serve one specific population could easily begin to develop intergenerational activities and support other community programs that provide for intergenerational sharing.
- ***Universities and colleges*** of all kinds can provide educational curriculum, research and programming to facilitate intergenerational contact. The University Extension system, with its extensive community-based networks for homemakers, farmers, community development and youth can find many ways to use intergenerational ideas.
- ***Community educators*** can enhance citizen participation, partnerships and leadership through intergenerational programs both in-school and in the community.
- ***Human and social service agencies*** can use intergenerational programs to provide necessary prevention, intervention, treatment and aftercare service.
- ***Businesses*** can provide young people and retired persons with meaningful opportunities to teach and learn career skills.
- ***Libraries*** can utilize volunteers of all ages to provide services to people of another age group.
- ***Government*** of all kinds can provide support to community intergenerational programs, as well as direct roles for volunteers of different ages in learning and teaching how government works.

What Are The Benefits?

In today's fast-paced and mobile world, many children do not have the opportunity to spend time with an older person, and many grandparents cannot enjoy the company of young children. Young people spend a great deal of time in school and in other environments with their peers. Older persons live a very different life in retirement, sometimes isolated and afraid of people from different age groups. The middle generation is very busy with the demands of working to support a family. Daily opportunities to share our lives with a person much older or younger are rare, and we risk losing something as a result. We risk losing the valuable history and experiences of older persons, which can provide important lessons for the future. We risk feeding the gap between generations, which causes fear and mistrust of people who are different from us. We risk both our children and our elderly, who need a sense of accomplishment and meaning in their lives and often find such basic self-worth impossible.

It is no coincidence that we hear of increasing problems confronting people at either end of the age continuum. The young and the old are frequently confined to passive roles as recipients in our communities. Their skills and energies are not used to do the work of keeping the community functioning. When we hear of alcohol and other

drug abuse, depression, suicide, physical abuse and crime affecting these two populations of people, these problems must always be put into the context of self-esteem and self-worth. People who feel needed, respected and committed to the well-being of others stand a better chance of surviving life problems.

Intergenerational programs can help bring about a solution to many of the critical problems facing us today. They can:

- ☐ provide meaningful roles and a sense of self-worth for all participants. Through involvement in these opportunities, people gain a renewed sense of purpose in their lives.
- ☐ facilitate development of lasting friendships and relationships. Ryan and Amy are just two of the thousands who can testify to the lasting relationships they have developed as a result of intergenerational programs with which they are involved.
- ☐ provide the volunteer power needed to help more people live full and healthy lives. Carol Tice writes later in this book about the question of well-being for all people in our communities; intergenerational programs can link people so that they help one another to live better lives.
- ☐ enhance your program. Whether you are a school administrator or a nursing home director, intergenerational programs can provide valuable resources to make your program more successful.
- ☐ break down stereotypes and barriers that exist between generations when there is limited contact. Such stereotypes lead to fear, anger and distrust which divides a community into factions that compete rather than cooperate for limited resources.
- ☐ promote partnerships among different organizations in your community. Only through such partnerships can we ever reach our individual potential or increase our effectiveness at reaching people.
- ☐ contribute to a renewed sense of "community." People can begin to help and care for one another rather than feeling isolated. Once people acknowledge their interdependence with others, they begin to work together to promote the well-being of the total community.

Intergenerational programs can provide people with the opportunity to develop new relationships and habits, ones which promote interdependence and sharing. Such relationships and habits can lead to a renewed sense of commitment and involvement in your community. It requires only an initial commitment from a significant group of people across our country to start thinking and talking and planning in intergenerational patterns. Will you be one of those people? ■

Well-Being: A Question of Equity from Generation to Generation

by Carol H. Tice
President
New Age, Inc.

Increased attention is being focused on questions regarding who has the right to a state of well-being, and who has the responsibility for maintaining it for others. Conclusions to these inquiries are particularly felt by the young and the old, for it is they who must depend on assistance from others for their very survival.

The issues become acute as we begin to deal with the realization that resources are, in fact, limited. Unless new discoveries create untapped frontiers of abundance with respect to natural resources, it is doubtful that no amount of well-intended programs and legislation will produce primary basic needs for all Americans throughout our increasing lifespan. Must we then find ourselves in a mode of personal and familial competition for what assets we do have?

Following World War II, the assumption that the future held unlimited opportunity and affluence opened the door for groups, heretofore limited in their access to the American Dream, to rally in order to claim their fair share. Minorities, including Blacks, Hispanics and others—as well as women, advocates for children and the elderly, organized, marched, and lobbied. "Entitlements Now" became a theme song. Uncle Sam picked up greater responsibilities. In addition to his role as protector of the nation, the "Grand Federal Uncle" was assigned an increased role as a major provider for services to groups previously left on the fringes of opportunity. In efforts to raise the standard of living for more people, it appeared that little thought was being given to the price their children, and their children yet unborn might pay for the rising national debt. Equity for one generation could be seen as encumberance by the next. New ways of planning were needed.

Currently, as the focus shifts away from federal government as a major source of abundance and regulation of its use, state governments and the private sector are called upon to assume more responsibility for health, educational and other human services rendered to the poor, the elderly, the young, the ill and the handicapped.

Resources available for public use continue to dwindle at the same time that numbers to be served are increasing. The unequal equation sharpens the issues of who will qualify for basic and supportive services and who will be left unserved. If attempts are made to serve the population on the basis of equal opportunity, how will quality and scope of services be maintained? Will the cost for services now be passed on to future generations?

In a recent article, "Justice Between Generations," (Atlantic, June, 1985), Phillip Longman mentions the cost of fiscal policies based on the assumption that only one generation occupies the earth at any given time. He discusses the need for awareness of three generations in planning.

> In discussion of political economy, however, the more useful distinction is between dependent youths, working age adults, and also the retired population. In the United States today, these three generations share the stage, and each according to law, has its own sets of rights and privileges. Members of each generation begin life entitled to public subsidy from their elders for the cost of education if nothing else. They end life entitled to subsidy from their juniors—specifically, for the full cost of health-care and retirement benefits.
>
> The long term interdependence of the three generations makes questions of reciprocity, and therefore of justice inevitable.

In our society much of our perspective comes primarily from an age-segregated point of view. Our ways of dividing goods and services are geared to specific age groups. Our professional associations draw together people serving one age group or another. Even our educational system is geared primarily for youth, with activities and courses "tacked on" in linear fashion for adults and older persons.

A possible "new frontier" of resources in planning and implementing programs for well-being can come from a paradigm shift in seeing both problems and potential solutions from a cross-generational perspective. Not all ills can be prevented, but much can be accomplished with a small investment of time, energy and money early, before symptoms become chronic or explosive. Often times, involvement of one generation with the other becomes a key component in effective prevention measures that stress well-being throughout the life cycle.

A prime example of intergenerational prevention is the Parents Too Soon Initiative of the Chicago Public Schools. Designed to address the large numbers of teenage mothers (10,000 in 1983 under the age of 18), the program works with high-risk youth within the school day, and for an optional hour after school. Opportunities are created for building self esteem at home, at school and in the community. Basic information and values exploration for emerging sexuality are combined with practice in making decisions. Skills for immediate and future use in supplementing income are developed. These include sewing and child care. Information and guidance toward realistic career goals are provided. The program is intergenerational, utilizing older adults from nearby retirement centers as mentors, guides and friends. The older person's lifestore of experiences, representing coping and mastery, creates a base for realistic planning on the part of the young people.

While the program is primarily educational in nature, the prevention approach addresses health and economic issues relevant to the present and the future. It is estimated that countless dollars are saved where they were previously necessary for medical care for low birthweight babies born to teenage mothers, low educational achievement of the mothers who drop out of school, and for the years of public assistance necessary for a mother whose motivation and skills for employment are underdeveloped.

The older person also gains through strengthened self-esteem. Often times health is improved. A feeling of belonging to the mainstream of society, and opportunities for continued learning contribute to the elder's sense of well-being.

The possibility for utilizing intergenerational exchanges in school settings, day care centers, health care facilities and other places where young and old can meet for enhancing each other's educational, health and economic prosperity are endless. Seldom do such programs "just happen." They take commitment, skill, and a minimal financial investment. They need to be fostered and encouraged. New programs need to learn from successes and pitfalls of earlier programs.

New Age, Inc., a Center in Support of Intergenerational Education, Service and Research since 1979, recently released its latest report, "The States Speak." Based on data gathered from 45 states, the report discusses intergenerational approaches in the areas of health, education, human services and justice.[1] Responses from governors, state directors on aging, on children, youth and families, as well as state superintendents of schools, indicated the need and the desire for planning for intergenerational initiatives at statewide levels. There is evidence of intergenerational programs already in operation in all 50 states. There is also a recognition that it is easier to start intergenerational programs than to sustain them over a period of time. Planning for this continuity and stability in communities and at statewide levels is the next step for tapping into the "frontier" of intergenerational abundance.

Facilitated by New Age, with support from the Edward W. Hazen Foundation and the Luke B. Hancock Foundation, comprehensive planning meetings involving state governmental officials, practitioners and the private sector were held in New York State and in California in May, 1985. Proceedings of these planning efforts will be available through New Age in early 1986. In both states, prevention perspectives, development of public/private partnerships for enhancing informal networks of caring, and valuing continuity through intergenerational exchanges were key issues. Agendas for statewide action were developed.

We may not reach a sense of well-being for ourselves, our families, and all those around us within our lifetime. However, by turning our attention to whatever options are open to us for creating the best that we know in health, education and justice for all Americans, we join the spirit of our forefathers and mothers who sought new frontiers in a nation yet to be explored. Our own state of fulfillment will be enhanced by our involvement and commitment. Surely future generations will reap the benefits of our positive choices. ■

II

Beginning: Issues and Answers

The excellent resource people who have contributed to this section have all struggled with the first steps of creating an intergenerational program. You have the advantage of learning from their experience and possibly avoiding some of the problems encountered by these pioneers. There is valuable information here about:

- testing your initial ideas
- planning that involves key people and community organizations
- steps in start-up
- training as an essential component of a successful program
- working with existing systems in your community.

If you fail to plan, you plan to fail!

Five Questions to Test Your Intergenerational Idea

from Tom Bird
Far West Labs for Educational Research & Development

1. Would the intergenerational activity be happening in your community even if it weren't labeled "intergenerational"? Are you planning to bring people together to do meaningful things that need to be done?

We need to think carefully about the devices we use to bring the generations together. Is the planned activity going to be visible to the community? Is it going to be productive? Is it going to meet a real need?

2. What roles do people play in the activity? Are there rewards and meaningful tasks for *all* participants?

A strong intergenerational program should be planned with the needs of all participants in mind. Both parties in an intergenerational contact should have meaningful roles and the opportunity to contribute to the sharing. There should be frequent and appropriate rewards built into the program. You should set up the rules so that they do not discourage anyone from participating.

3. What are the norms of the intergenerational opportunities you are creating? Do they support successful and comfortable contact by strangers? Do they feel appropriate in your community?

Every community has a complex set of norms and values which help determine how people feel about everything. Your intergenerational activity should be comfortable and acceptable to the people of your community. It should also be comfortable for participants and something they feel enjoyment from doing.

4. What is the base of your intergenerational program? Does it have a natural constituency in the different cultures and organizations of the different generations involved?

Beware of creating an intergenerational program that sits somewhere between the generations and is thus in danger of falling through the cracks. Seek out existing organizations serving your two generations and look for ways to build a strong base for your idea with them. Your program need not be a vulnerable creation that belongs to neither generation; it can just as easily provide links between existing organizations, people and bureaucracies that serve your target populations.

5. Is this activity one that could become a tradition in time?

A successful project will survive the people who first organized it and its first set of participants. It is something that meets a real need and feels natural to all the people who come in contact with it. After the first year or two, it becomes part of the fabric of life in your community. ■

Intergenerational Programs: Getting Started

from James P. Firman
& Anita M. Stowell
Media and Methods
February 1980

1. Provide for mutually beneficial exchange.
In order to reduce stereotypes and to promote mutual respect, all participants must give as well as receive.

2. Involve both young and old in project planning.
The most successful projects are those that respond to the needs and interests of the participants. Students and seniors will surprise you with their insights about what needs to be done and how to do it.

3. Start small.
Small-scale intergenerational programs should be encouraged. This provides participants with an early sense of achievement and allows for evaluation and modification of the program before a substantial commitment of time and resources is made.

4. Don't operate in a vacuum.
In every community there are agencies and organizations that work with the elderly, with young people or with families. They can be extremely helpful in program planning, recruiting capable people, identifying community resources, etc.

5. Encourage one-to-one exchange.
Friendships are one of the most significant by-products of intergenerational experiences. Through them, each generation has the opportunity to transcend its stereotype and gain an appreciation of the experience, values, and contributions of the other.

6. Tell the world.
Intergenerational programming is a relatively new and underdeveloped field with little available literature on what works, what doesn't work, and why. Publication and research is needed to help educational and aging institutions across the country develop more and better programs.

Community Planning For Intergenerational Programming: A Model For Community-Wide Program Development

by Catherine Ventura-Merkel, M.G.S.
Program Associate
The National Council on the Aging, Inc.

Since 1981, the National Council on the Aging (NCOA) has undertaken a major initiative called Program Innovations in Aging to develop, gather, package and disseminate what we believe to be useful programmatic information. Each year, various topics are selected as a focus. For each topic area chosen, a publication is developed which includes a how-to-model, a synthesis of program relevant research findings and descriptive summaries of successful practices used in demonstrations and other innovative projects.

In 1983, one selected topic area was intergenerational programming. Applications were solicited from ongoing programs across the country. Most applications received for consideration were quite limited in scope and usually focused in one specific type of intergenerational activity, such as an oral history project, a school volunteer program, an arts project or a home sharing program.

Rather than limit the model to one type of activity, a decision was made to investigate an application submitted by a senior center in Lakewood, Ohio for their Intergenerational Activities Committee. This committee was chosen as the basis for the development of our intergenerational model for several reasons: it was innovative, low-cost and highly adaptable to many communities or situations.

What Is This Model?

Community Planning For Intergenerational Programming is a guide for organizations interested in developing or expanding activities that promote intergenerational sharing in their community. The model focuses on the development and organization of a community committee to plan, implement and review ongoing programs, activities and special events that link the generations.

The model is largely based on the approach used by the Intergenerational Activities Committee in Lakewood, Ohio. It also incorporates various ideas and strategies for program implementation that have worked successfully in other locations and situations.

The model may be used by any community agency or group that works with or serves older people and/or youth and is interested in developing community-wide intergenerational initiatives and programs. The sponsoring agency can be almost any type of agency, group or organization serving youth or elderly persons. However, it should be one which is in a position to assemble a core group of organizations willing to work on cooperative intergenerational activities. Participation and support for the community's efforts may come from a variety of sources within the community including: elementary and secondary schools, community centers, senior centers, churches, social service agencies, day care centers, civic or denominational voluntary groups, university and colleges, nursing homes and retirement centers.

What Is An Intergenerational Activities Committee?

It is a group of people concerned about the needs of both youths and older adults. The committee's charge is to increase linkages in order to stimulate the development and implementation of intergenerational programming.

The term intergenerational programming can refer to activities or programs that increase cooperation, interaction and exchange between any two generations. For the purpose of this model, the focus is on programs and activities that involve youth age 25 and younger and older persons age 60 and older.

Using The Model

The model presents a step-by-step process for establishing an Intergenerational Activities Committee. An overall approach that has proven to be generally logical and effective is offered but it may require adjustment to work in any particular community. The model's program development process has three basic components:

- *Planning*—how the committee is designed and launched.
- *Organization*—how the committee is structured.
- *Implementation*—how committee functions are carried out.

The various steps for each stage of the committee's development will be presented to provide an overview of how such a committee operates and how intergenerational programs and activities result.

Planning

1. Identify the major interest groups, both within the sponsoring agency and in the community, that have the interest and skills needed to plan, organize and possibly support the committee.

2. Convene a forum to present and discuss the committee idea. The purpose of the forum will be to determine if there is much interest in pursuing the committee concept.

3. Determine the need and demand for an Intergenerational Activities Committee. Ask is there a shortage of opportunities for meaningful interaction between young and old? Are there agencies, organizations groups with the capability to initiate such programs? Is there any mechanism available for developing linkages among those interested in becoming involved in intergenerational programming?

4. Ascertain the feasibility of a committee as a planning mechanism. Will it work in your community?

5. If it is decided that the committee is a good idea, identify potential representatives to serve on the committee and invite their participation.

6. Develop a work plan with clear goals and measurable objectives.

Organizing Steps

1. Establish the committee's internal organizational structure. Elect a chairperson, identify a staff person, clarify lines of authority.

2. Identify organizational roles and relationships. What role is each component to play in carrying out the committee's activities?

3. Establish communications within the sponsoring agency and with other organizations and the community-at-large. We all know that the only way to gain support for what you are or will be doing is to tell the world about it through newspapers, media, flyers, etc.

Implementation Steps

Implementation refers to the committee's ongoing operation, once the plans have been made, the fundamental structures are in place and appropriate relationships have been developed. The four major steps are:

1. Conduct committee meetings.

2. Assist, through subcommittees with planning and implementing intergenerational programs.

3. Document, monitor and evaluate committee activities and programs.

4. Modify committee efforts as appropriate.

As you might suspect, these steps are not as simple as they appear because it is through these steps that programs and activities are implemented. For example, in conducting the committee meeting, the committee will:

- identify needs for specific intergenerational programs
- generate program ideas to meet those needs (a good source for program ideas is NCOA's publication, *Intergenerational Programs: A Catalogue of Profiles)*
- once the committee has approved carrying out a program idea, the next step is to establish a subcommittee for a specific program or activity. The committee must find an individual interested in serving as subcommittee chairperson and volunteers willing to serve on the subcommittee. For example, a senior center wants to find a high school to start an intergenerational chorus. A representative from the center volunteers to serve as chairperson, and an individual from the school board agrees to help by working with the high school.

The subcommittee will be responsible for defining the program idea, helping to build partnerships and coalitions for carrying out activities, assisting with the development of a formal agreement and a step-by-step work plan, helping to identify and seek resources (funds, volunteers, etc.) that might be needed, and assisting in program implementation by overseeing or coordinating the entire effort, depending on how much help is needed or desired by the participating groups. Finally, the subcommittee will evaluate the program and report back to the committee.

The subcommittee will have greater or lesser involvement in tasks related to specific intergenerational programs, depending on the needs, resources and desires of participating organizations and the time and skills available from the subcommittee itself. The subcommittee's assistance is most likely to be needed in the early stages to help programs get off the ground. For some programs, that will be all it does; in other cases, the subcommittee may take the lead itself in carrying out the program.

Conclusion

As mentioned previously, the steps described are presented as a generally logical and effective approach. Some adjustment may be necessary for these steps to work in a particular community or situation. For instance, the planning steps will vary according to the size of the community, the location of the sponsoring agency (i.e. rural, urban, suburban) and the extent to which the sponsoring agency can, and wants, to organize the community. Therefore, flexibility is necessary throughout the development process.

It is also important to remember that planning is a dynamic process. Plans will change as a committee is organized and begins functioning and you see what works, what does not and why. Circumstances sometimes change too, requiring adaptations even in committee components and functions that have been successful. The information obtained from monitoring and evaluation will be needed to identify areas that need attention and to develop new plans or approaches to maintain or improve a committee's effectiveness.

In summary, an Intergenerational Activities Committee provides a vehicle through which a community can organize, initiate, expand and promote intergenerational activities and programs. It offers an arena for diverse community agencies, organizations and groups to meet, discuss and design innovative cooperative ventures or expand existing programs. Little or no financial investment is needed; the amount of manpower and other resources involved can vary, depending on what is available and what the committee intends to accomplish.

Intergenerational programming is going on all around the country. But not only are more programs needed, the quality of these programs needs to be improved. One way that this could be accomplished is through improving our planning methods and efforts. We believe that community organizing through an intergenerational activities committee can improve planning efforts to provide better programs for young and old.

The complete how-to-model which provides detailed guidance for replicating or adapting an Intergenerational Activities Committee can be obtained through NCOA's Publication Department by ordering *Volume VIII of the Program Innovations in Aging Series: Community Planning for Intergenerational Programming.* Price: $9.50. Send to: The National Council on the Aging, 600 Maryland Avenue, S.W. West Wing 100, Washington, D.C. 20024. ■

So You Want To Start Something

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Warning: to those interested or involved in starting intergenerational programming. Administer with care.

It is easy to get excited about intergenerational ideas, so warm and wonderful, filled with images straight out of Norman Rockwell; however, bringing a concept into the real world requires careful plans, sound management and thoughtful maintenance. Without workmanlike attention to detail, the most natural and wonderful program can flop.

If a new program does fail, it takes with it the high aspirations of the first participants. The community at large is given the impression that the concept of intergenerationalism itself is to blame. For all the effort put into an unsuccessful launch, the program initiators can be left with less than nothing. They can actually produce a negative effect.

To avoid this misfortune, consider five "C's": conception; community; coordination; constituents; and, above all, cooperation. A closer look at each element will reveal the importance of approaching intergenerational plans thoughtfully.

Concept

All projects begin with a concept. Intergenerational programs are especially varied in format. There are child care centers staffed by incoming older aides, nurseries in nursing homes, and preschools near senior centers. Dance and theater groups enjoy the combination of generations. The justice systems in some areas make use of older advisors for juveniles, or of juveniles as assistants to their elders. Special events of many types are held, sing-alongs, camp-outs, and grandparent day picnics on the school lawn. Literary projects bring together writers of different ages. The options available are infinite, and many have been successfully done.

The first step in concept development should be some studious research into the previous experiences of programs similar to the project being planned. Some sources of information are listed in the final chapter of this publication. Communication with others in the field can help in clarifying a concept and in anticipating potential pitfalls.

To thrive, a project must have its roots firmly planted in fertile soil. This indicates some sort of needs assessment as an important first step. The assessment indicates whether a significant enough group of older people and children are interested in the proposal. It is better to find out sooner than later that there is little interest.

There are beneficial by-products of a needs assessment. Often the research identifies key people who express a lively interest and support for the idea, and who can share the work ahead. Additionally, a needs assessment provides necessary information used in tailoring the project to the specific community it will serve.

From the initial concept, amended in the light of research into other programs and the needs assessment, develops the project objectives. Putting these objectives in writing is important for the advancement and maintenance of the program. First, written objectives provide a tool for organizational guidance. All the features of the program that develop as time goes by, should hark back to the original objectives. Through and through consistency creates the kind of coordinated effort that makes an organization credible to funding sources. Written objectives become the touchstone that affirms the original, genuine values of the concept.

The objectives serve to reach out to the community as well. As the development process continues, communication of the core ideas becomes more dispersed. Written objectives keep the original purposes in place as more people become involved.

Finally, objectives form a basis for taking the next big steps: program design; development of a governing board; and, the search for funding. These steps cannot be undertaken singly, for they are interdependent.

Any project is on shaky ground if it is run as a one-man show. A governing board must be formed early on. The cast of the board may include someone with a talent for program design, or members who are adept at finding feasible funding sources. Governing boards help in many ways. Some boards stay actively involved in an advisory capacity, while other boards are influential in the

community. Some boards support a program as fund-raisers, while others are non-committal and show their support with a rubber stamp. Most funding sources, however, insist that a governing board be a part of the organizational structure. The style of the board has an influence on the final program design.

Funding sources have an inexorable effect upon program design, and also upon program success. When the first funding is very short-term, initial plans have to foresee a transitional hinge to other sources. Contacts established in the research phase can provide leads to funding sources. Some grantors emphasize reporting, others look at a training component, still others have participant income levels as criteria. However, writing a grant for a new program is more effective with a completed needs assessment and written program objectives.

Program design is the culmination of the grant writing process. More specific than the written objectives, a program design describes time frames, anticipated costs, populations served, activities to be undertaken, and expected outcomes. Once the funding is available, the program moves out into the community, and the second "C."

Community

To be healthy, a program maintains a number of inter-connections with its community. From national politics down to our individual attitudes towards youth and aging, the long term success of the new effort depends on the environment in which it lives. Therefore, a new program should bring plans to the attention of related, already established programs in the area. Early liaisons with organizations such as Grey Panthers, the Area Agencies on Aging, the public schools and volunteer agencies can develop sources for advice and continued support. By heeding information gleaned from these contacts, the new program can make a more graceful entry into the community.

Also, a successful program utilizes sources of expertise about both children and seniors. Stereotypes and ageist prejudices make a poor basis for dealing with individuals. One cannot simply plump a child next to a wheelchair and wait for a miracle to occur, heartwarming as it might appear. Planned activities must be translated into the idioms of both populations with professional guidance.

Many kinds of intergenerational efforts have to consider compliance with legal, licensing or other regulatory requirements. New regulations requiring background checks and fingerprinting have been developed for programs including children. Even if no legal "hoops" have to be cleared, program planners should establish measures that provide assurances to all participants that health and safety are prime considerations, and individual needs will be carefully regarded.

An intergenerational program exists in a larger context than single dimensional projects. Advocacy and a high profile are part of the responsibility. The intergenerational network of programs can assist in this area. If problems are encountered, let the network know. If something in our social system makes it difficult to initiate intergenerational programs, possibly group advocacy can bring about changes. As there is much to learn from established programs, new programs must also share their developments, and contribute to the future.

Coordination

Returning to the local level, now the program must deal with the nuts and bolts of assembling a working structure, with all parts coordinated well. Establish sound business procedures including: a realistic budget; job descriptions; consistent hiring practices; and an organizational chart.

Fiscal procedures include auditable processes for receipt and disbursement of funds, and reporting. Good bookkeeping not only allows responsible fiscal control, but also generates realistic budgeting in succeeding years.

A budget is actually another way of describing the program. Also, it is a convincer to potential grantors that the program design is carefully worked through. However, the budget must be realistic or various kinds of program damage can result. A fat budget implies poor business sense, while a pared-down budget can cause a mid-year crisis, cut-backs, and possible loss of support both from funding sources and from participants. If the program planners regard the numbers in the budget as important as the words in the program design, the budget will get the attention it needs.

Job descriptions map the overall choreography within the program, defining responsibilities and preventing overlapping efforts. Room for personal creativity and skills should be provided in order to

enlist the best energies of all participants.

The job descriptions are essential to the hiring process. By defining a format that takes into account fair employment practices, documenting interviews, and giving applicants all the information they need, the guesswork of hiring is diminished. Creating a team is at best a difficult undertaking, and should be done with foresight.

Coordination of the staff depends upon the establishment and maintenance of lines of communication. More than just lines on the organizational chart, time for exchanging information must be allowed. These lines of communication establish by prior agreement just who, for instance, can ask the cook to use more salt. When official lines of communication fail, a grapevine system will certainly develop. This kind of gossip network is a sign of impending organizational ill-health. Through the grapevine, responsibilities are subtly shifted and organizational strength is sapped. A well-coordinated project runs with less internal friction, and the original program objectives receive the majority of program energy.

Five "C's" of Starting Up
- **Concept**
- **Community**
- **Coordination**
- **Constituents**
- **Cooperation**

Constituents

As the program begins to involve participants, it arrives at a stage that seems more "real." Most new projects seem to attract wonderful founding members, possibly due to "hybrid vigor" of a sort. To assure the participants a good experience, initial orientation and on-going inservice training should be provided. Parts of the orientation materials can do double duty as introductory information for community out-reach. But also orientations should deal with such practical items as pay periods, absence policies and phone numbers. As job descriptions, organizational chart and budget are developed already, they are appropriate for orientation materials, as well. Program design and the original written objectives are important information for new participants. Early preparations now give a project an internal consistency that assures participants their interests are valued at the outset. Well-oriented participants stay longer with a program, and can contribute more to all levels of the organization.

Recruitment of these contributors can include organizations contacted in early development of the program. Information about the program is spread not only by the usual media, but also through educators, the medical community, recreation groups, and groups involved with the arts. Both older people and youth enjoy a diversity of interests. The newly fledged intergenerational project may appeal to the most active among them.

Cooperation

The new program is in action, and now it is generating its own information. To maintain the program for the long term, a high degree of cooperation is needed. Ingredients of cooperative efforts are communication, recognition, training, assessment and outreach.

Communication lines encourage feedback of all the information needed to correct problems that crop up. Unlike the human organism, programs are not self-healing. Attention to problem areas is necessary. The changes that result from response to problems can be seen as the kind of adjustments that create design improvements, as long as they fall within the original program objectives.

Recognition of the efforts being expended by participants produces a positive atmosphere necessary for programs serving people. Take time for a long view of accomplishment and congratulate yourselves.

Outreach within the immediate community brings new participants, new funding sources, and ongoing cooperation with allied programs. Outreach to the intergenerational network gives us all new information. We gain credibility by citing the number of intergenerational programs, their variety, and distribution. Contact with other programs provides support over difficulties. New ideas create excitement among us, and the reapplication of ideas in other areas confirm our concepts.

Training is essential for team cooperation. A definition of frustration might be to be asked to do a job without the proper tools. In-service training gives participants the tools necessary for their tasks. Training can intercept potential problems before they create negative outcomes, and indicates a respect for participants' capacity for learning and growing.

Finally, cooperation entails formal program assessment, on a regular basis. Board members, staff, and participants can all share in comparing the original program objectives with current operations to identify new goals in the future. Regular program assessment establishes a great cycle by reapplying the program's founding principles to new goals with renewed purpose.

Concept, community, coordination, constituency, and cooperation are elements in the creation and administration of a secure organizational framework within which exciting, even playful intergenerational interactions can take place.

An intelligent design is worth diligent planning and execution, for this is the difference between this paper's opening scenario of disappointment and our final view of a quality program that can achieve its ideals. ■

Training for Intergenerational Programs

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During the past decade in the United States, we have witnessed a proliferation of intergenerational programs which have generated systematic ongoing exchanges between younger and older people. (Worthy, 1982). Each of these programs are designed to provide opportunities for the young (ranging from ages 3 months to 21 years of age) and the old (ages 60 and above) to exchange experiences. As a result of these experiences which occur in a variety of intergenerational settings, learning, support, understanding and friendship occurs between the generations.

In this paper we will refer to two distinct categories of intergenerational programs: (1) youth volunteers who work with the frail elderly or (2) elder (older adult) volunteers who work with young people. The youth volunteer programs include those in which children and youth serve as resource persons, enhancing the self-esteem and independence of the frail elderly in boarding homes, adult day care centers, nursing homes, or individual domiciles (Weinsberg, 1985). The older adult volunteer programs are those in which the well-elderly serve as resource persons, supporting the growth and learning of children and youth in child care centers, schools and centers for at-risk or special-needs children or youth.

Intergenerational programs involving older adults or youth share many characteristics not the least of which is the need for a training component that enables the participants to function effectively as the program is developed and maintained. The success of intergenerational volunteer programs is often linked to the effectiveness of the training component.

A variety of questions may be raised regarding training for intergenerational programs. The answer to these questions will help program implementers create more effective training models.

- What do we mean by training?
- What are the purposes of training?
- Who should be involved in the training?
- What content is appropriate for training?
- What are some training procedures (or methods)?
- What are some anticipated outcomes of training?

Definition of Training

We shall define training as the process of providing intergenerational program participants with the knowledge and skills that enable them to maintain their involvement as the program develops, while benefitting from their experience. There are two elements involved in training:

- pre-service or orientation that occurs before persons become involved in the program
- in-service or on-the-job training that occurs while persons are participating in the program

Purpose of Training

There are several purposes for including a training component as an essential part of intergenerational programs. Before enumerating some of these purposes, we will present some assumptions about the nature of these programs.

Intergenerational programs are unique in that they bring together diverse populations of people who probably have not worked together, who know little about each other, who may have very different views about the work place, about the population they will be serving, about their roles and responsibilities and about their abilities (McCluskey, 1981). Intergenerational programs involve older or younger persons as providers of service or recipients of service. They involve volunteers and professionals who work together to create a special environment which can enrich the lives of the participants. The training component of intergenerational programs should respond to the complex needs of all of its participants. Several purposes and explanations about training follow:

1. *To introduce participants to the program's goals and objectives.* Since the goals and objectives of intergenerational programs are related to the program's effect on its diverse participants (young and old, professional and volunteer, experienced and inexperienced) all of the participants need to become familiar with the program's goals and objectives so they can understand their relationship to the overall program.

2. *To help individuals develop skills that are appropriate to their tasks.* Because of the diversity of interests, skills, experience and perceived competence of the individual participants in intergenerational programs, it is important that the training component concern itself with helping individuals understand the tasks they are expected to do, the skills they need to complete the tasks and the skills they possess that will enable them to complete these tasks. When the individual participants (young and old, volunteers or professionals) feel competent and confident, their performances will improve, as well as their commitment to the program.

3. *To develop effective interactions between the paid staff and other participants.* The success of intergenerational programs is directly related to the ability of the program to generate successful cross-generational teams who can work effectively together. It is essential, therefore, that training strategies establish clearly defined appropriate, comfortable, and realistic volunteer roles and responsibilities that are designed to enable volunteers to enhance the roles and responsibilities of the professional staff.

4. *To foster a cohesive environment.* A unique aspect of intergenerational programs is their ability to develop collaboration among the volunteers and professional staff who may represent different generations. This collaboration results in mutual support among the volunteers and professionals and shared program planning and management that reflects their combined commitment to the program's success.

5. *To discuss and solve problems.* Since the development of every intergenerational program involves multiple goals and objectives that address the diversity of its participants, it is reasonable to assume that an array of problems will emerge during the program's growth. The problems may relate to scheduling, management, responsibilities, personal needs, communication, values, learning strategies or teaching content. Each problem should be addressed as it arises and solved collaboratively among the older and younger volunteer and professional participants in the intergenerational program. As problems are solved together, program cohesiveness is enhanced, problem-solving becomes easier and there is an increasing commitment to the program.

6. *To enhance the quality of the program.* As persons become more competent and teams more efficient, the program's goals and objectives become realizable. As these goals are achieved the program outcomes are then measured in terms of "quality" of program. Appropriate systematic training for all participants, as the program evolves, increases the probability of achieving a "quality" program.

7. *To facilitate the replication of the program.* As intergenerational programs develop, there is a growing recognition of their value, in the eyes of other community members. As a result of effective training, new leadership will emerge that will make it possible to develop additional quality programs which can be replicated elsewhere in the same community and in many other communities. The outcome of quality performance due to effective training will enable the generation of a network of diversified intergenerational programs locally, regionally and nationally.

Training the Participants

A unique aspect of intergenerational programs is their ability to bring people together who represent different generations and different backgrounds. These individuals become either "worker-participants" or "recipient-participants" in the intergenerational setting. Through collaborative efforts, intergenerational programs can result in learning, growth and friendship among the people who represent the "worker-participants" and the people who represent the "recipient-participants."

The "worker-participants" are the professional and volunteer staff who are the program resource persons (e.g., in school settings "worker-participants" represent teachers and the older volunteers, or in nursing homes they represent the volunteer or activity coordinators and the youth volunteers). They create the climate through which the younger and older "recipient-participants" benefit from their involvement in the program. In order to effect these benefits, all "worker-participants" need to be involved in the training component.

Content of Training

The content for training may be determined after reviewing the purposes of training and then designing activities that are consistent with these purposes. Furthermore, in preparing the training activities, whether for initial orientation or on-the-job training, the following questions need to be considered:

- Is the program to be newly initiated or expanded from an existing program?
- Which individuals are to be involved as the "worker-participants"?
- What will their roles be in the program, in their capacities as volunteers or professionals?
- What do they need to know about the program?
- What do they need to know about each other?
- What do they need to know about the "recipient-participants"?
- How much training is appropriate?
- Who should conduct the training?
- When should the training occur?
- What will be the locus (setting) of the program?

To illustrate examples of content for orienting "worker-participants" let us consider the content used for training older volunteers to work in intergenerational classroom programs in public schools. (These programs represent over 70 schools in Western Pennsylvania that are part of the University of Pittsburgh's Generations Together program.) The content to be summarized here was designed to prepare older volunteers and teachers for their roles as "team-members" working together in classrooms to enhance the education of children in grades K–12. The content listed below is presented in the actual sequence used during a series of orientation workshops conducted by the Generations Together staff in preparing the placements of senior citizen school volunteers. These workshops included participation of teachers and older volunteers.
teers.

- Exchange background information on interests, hobbies and experiences.
- Discuss expectations and concerns related to the anticipated involvement in the intergenerational classroom setting.
- Review school schedules and rules as they apply to the volunteer.
- Describe the perceived roles and responsibilities of the older volunteer "team-members" in the classroom.
- Identify the skills related to these roles and responsibilities.
- Review the existing skills of the older volunteer that may be related to these roles and responsibilities.
- Describe the roles and responsibilities of the teacher "team-members" in the classroom.
- Present child development information that describes typical classroom behavior of children.
- Explore curriculum materials that are to be used in the classroom.
- Review guidelines for working effectively with children.
- Review guidelines for working effectively with volunteers.
- Observe several classrooms that may be potential placement sites.
- Develop specific tasks to be performed by older volunteers.
- Establish volunteer placements based on mutual matching process between the "worker-participants."
- Establish mutually agreed-upon schedules for volunteering.

Training Procedures (Methods)

Training may include a variety of methods and should not be limited to one model. Decisions on training procedures should reflect what appears to be most appropriate for the program that is being developed. Programs of varying size, duration, ages and characteristics of participants would, therefore, warrant the use of different training models.

For example, a program involving 50 older volunteers serving as mentors for gifted students in an urban high school would require very different training procedures and content than would a program in which older volunteers prepare to work at a church child care center in a rural community. Similarly, a program in which 50 high school students would volunteer to visit 50 homebound elderly in the community on a one-to-one basis, would require a different set of procedures and content than training required of students who volunteer in a nursing home setting involving group interaction.

To elaborate further, program procedures may vary because of the following:

- number of "worker-participants" in the program
- number of "recipient-participants" in the program
- age of "recipient-participants" or "worker-participants"
- educational level of "worker-participants" and "recipient-participants"
- the kinds of skills volunteers bring to the program
- the skills of the professional staff in conducting the training
- the facilities in which the program is located

There are a variety of methods that may be used in the training component of intergenerational programs. These methods are determined by the content to be presented and the needs of the participants and should vary in order to maintain the participants' interest. Alternative methods may include formal lectures, demonstrations, informal discussions, simulations, hands-on workshops or spontaneous on-the-job learning experiences. The training may involve large or small group interaction or meetings between two persons, represented by a collaborating volunteer and professional team.

Outcomes and Future Directions

Throughout this paper we have described some aspects that contribute to the development of effective training components for intergenerational programs. With the implementation of effective training, the following outcomes can be anticipated:

- Better communication among the "worker-participants"
- Sustained commitment from the professionals and volunteers
- More creative programming that reflects the collaborative efforts of professionals and volunteers
- Enhancement of volunteer and professional staff skills
- Improved service to the "recipient-participants"
- More support from the community
- A more smoothly run program.

In summary, effective training results in successful intergenerational programs. Successful intergenerational programs result in improving the quality of life for all program participants. ■

Systems Intervention: An Effective Approach to Intergenerational Program Development

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Changing demographics, a reduction in funding for human services, increased stress on families, and other societal trends have forced us to explore alternative ways of meeting human and organizational needs. Utilizing the resources of youth and elders while promoting understanding across ages has proven to be a successful mechanism for increasing organizational effectiveness and strengthening community support systems. The majority of current intergenerational programs involve educational institutions, child care agencies, senior centers and long-term care facilities. Most of these programs have been created by individuals who were interested in developing specific educational, service or cultural projects which link generations. Many of these model projects are outstanding. Often, however, they are not an integral part of a functioning system and thus are viable only as long as those specific individuals continue to maintain and accept personal responsibility for them. The issue of how to create and *sustain* successful intergenerational programs must be examined.

The Systems Approach

Since 1980, the Center for Intergenerational Learning at the Temple University Institute on Aging has engaged in a number of systems intervention efforts designed to stimulate a wide variety of intergenerational programs. Though the definition of a "system" may vary, it usually refers to a set of component parts that work together for the overall objective of the whole. A systems approach is a way of thinking about total systems and their components. Within this framework, social organizations are viewed as a series of interrelated and interdependent subsystems, each of which interacts with, influences, and is influenced by the environment (Huse, 1975, p. 45). A change in one subsystem may result in modifications throughout the total system. This mode of thinking has implications for intergenerational program development. When age-specific organizations such as senior centers, schools, or agencies serving troubled youth relate to each other, they begin to formulate a new vision of their individual mission and their place in the broader community. The sharing of goals and resources produces a natural and mutually beneficial outcome.

Models of Systems Intervention

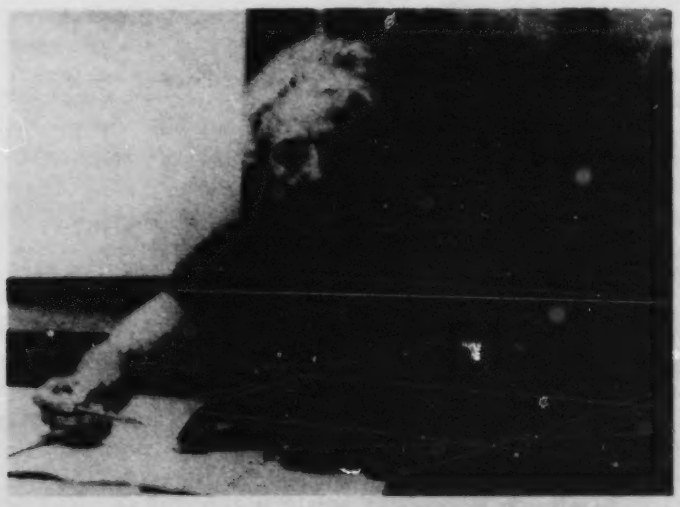
The Center for Intergenerational Learning has developed three different types of systems intervention models. The first type focuses on a *geographic area* as a large system within which multiple subsystems are helped to meet the needs of youth and elders. The second looks at a *specific subsystem* (the Jewish community) and how the various institutions within that system are encouraged to function more effectively. The third project links *two major systems* (senior centers and the Philadelphia School District) in an effort to develop joint prospects which enhance the goals of both systems.

The first model, initiated in 1983, was designed to stimulate collaborative program development among the educational, religious, social service, and voluntary subsystems of Eastern Montgomery County. Although each of these subsystems is highly developed internally, they operate independently. Competition for human and financial resources and lack of open communication inhibits the ability of the total system to fully meet the needs of its residents. Funded by the Montgomery County Office of Aging and Adult Services, this project represents an effort to strengthen the community support system within a specific geographic area.

Through training and technical assistance, the Center for Intergenerational Learning has linked organizations and encouraged a wide variety of cross-age programs. For example, an intergenerational learning center has been created within an area elementary school using R.S.V.P. and senior center volunteers. The American Red Cross and a nearby high school have developed a friendly visiting and oral history project in nursing homes. The Lutheran Synod has linked its Commission on Aging and Commission on Youth in order to develop intergenerational weekend retreats and service projects. These and other programs demonstrate that systems intervention can result in a range of programs which addresses the total needs of a community.

The second model, the Intergenerational Mitzvah Corps, is a project which brings together Jewish youth and elders in a variety of service, educational, cultural, and religious programs. Funded by the Federation of Jewish Agencies, it is designed to stimulate the development of innovative intergenerational programs within and among synagogues and other Jewish organizations. Although this project focuses on the Jewish community as the subsystem, it is a model which can be utilized in all religious communities. While religious congregations are by their very nature intergenerational, too often teens and older adults are involved exclusively in age-specific clubs and lack the opportunity for meaningful interaction with each other. In addition, congregations are not able to meet all of the needs of their youth and elders. The Intergenerational Mitzvah Corps is a mechanism through which separate units can begin to view themselves as part of the total system. Persons of all ages are now working together on a variety of cross-age programs. These include: telephone reassurance, friendly visiting, lectures and discussions offered via telephone conference calls to homebound elderly, shared holiday meals, home repair, oral history, and drama and arts projects.

The third model is illustrated by the Senior Center-School Connection, funded by Philadelphia Corporation for Aging. In an attempt to initiate intergenerational programming at a neighborhood level, the Center for Intergenerational Learning brought together two major systems—the School District of Philadelphia and the Senior Center Network. Seventeen teams, each consisting of a senior center program director and a school representative, were formed on the basis of geographic proximity. Training and ongoing technical assistance by the Center for Intergenerational Learning have enabled these teams to assess needs and resources, implement short term projects, and develop long-range planning strategies. Many exciting projects have begun and many more are in the planning stages. Elders from one senior center are working with mentally impaired children in a variety of creative arts projects. The resources of a vocational high school have been made available to the members of a nearby senior center (home repair classes, hair styling, and food services are being offered). A senior center and elementary school which share an adjoining lot are planting a neighborhood garden. These and other activities are restoring neighborhood cohesiveness by reducing elders' fears of youth, fostering interdependence among residents, and involving all ages in the life of neighborhood schools.



Conditions for Success

Although these projects differ in terms of the number and types of systems involved, all are designed to achieve the same goal: to build the capacity of systems to more successfully meet the needs of various age groups through collaborative problem identification, problem solving, and program development. Our experiences indicate that in order for systems intervention efforts to be successful, the following four conditions must exist:

(1) *The environment in which the systems operate is understood.* The environment must be viewed not only as a potential source of problems but also as the means toward the solutions. It is important to examine each organization in terms of its mission, organizational structure, target population, and services provided. The inter-relationships among various subsystems must also be analyzed to determine where the overlaps and/or gaps in service delivery exist and to evaluate in which areas collaborative program development would be appropriate and cost-effective.

(2) *The role of the catalyst is clearly defined.* Each of the projects described is coordinated by a staff member from the Center for Intergenerational Learning who plays a catalytic role in the program development process. This role must be clearly delineated and accepted by all parties involved. Since persons in the system may be unaccustomed to the presence of an outside change agent and may lack an understanding of the technical assistance program, a relationship characterized by trust and open communication is essential. The specific responsibilities of the change agent will vary depending upon the needs of the institutions, the skills of the organizational leaders, and the nature of the programs developed. This individualized approach to technical assistance demands ongoing assessment, community organization skills, and tremendous flexibility on the part of the coordinator.

(3) *A sound planning process is maintained.* Systems intervention requires a structured approach to problem-solving and program development. In each model described, a five phase process was employed: (1) assess needs and resources, (2) raise community awareness, (3) provide training and technical assistance, (4) facilitate networking, (5) undertake evaluation. Though sequential, these phases overlap at certain points in each project.

In the first phase, the psychosocial and service needs of youth and the elderly are examined, and resources are identified. This initial *assessment* is critical in order to understand the total environment. It usually involves sending questionnaires to all major organizations within the identified system(s) and interviewing key leaders. At this stage, interagency task forces or teams should be convened to formulate strategies for appropriate interventions and to increase community investment.

The next step is *raising public awareness* about the benefits of intergenerational programming. Presentations at meetings, publicity in local newspapers, and other public relations strategies generate enthusiasm and encourage involvement. Once the members of the system are made aware of the concept and key leaders are identified, *training sessions* in intergenerational program development are held. It is important that individuals from different systems talk a common language, share common goals, and understand how each other's systems operate. Specific strategies for meeting identified needs are developed and action plans are formulated. Staff at the Center for Intergenerational Learning offer ongoing *technical assistance* to program developers as they implement their projects. A major thrust is to encourage organizations to view each other as potential resources and engage in cooperative planning efforts. The external catalyst can be helpful in facilitating *networking* and disseminating information. *Evaluation* is a critical component throughout the entire process. At one level, it must examine the degree to which individual intergenerational programs are successful in meeting their objectives. On another level, it must address the impact of the intervention on the systems involved.

(4) *The project must leave a legacy of human and financial resources.* Systems intervention must be made at a point where there is the greatest likelihood of long-range impact. A cadre of trained intergenerational program developers, interagency task forces or teams, and an increased awareness of the value of collaborative problem solving will enhance the system's capacity to function without the continued involvement of an outside force.

Barriers to Success

Although the systems intervention approach has proven very successful, there exist a number of problems inherent in the process itself. Two of the most difficult challenges concern *turf issues* and the *role of the external catalyst*. If a project is to succeed, turf issues between different systems or among components of one system must be confronted at the outset. Age-segregated policies and funding streams exacerbated by a decrease in governmental funding have created a situation in which competition between constituent groups is expected and accepted. On both a national and local level, the "gray" lobby competes with the "children's" lobby for scarce resources. Leaders of both aging and youth organizations have grown more insular as they try to protect what they have. Rarely are collaborative efforts viewed as a viable way of maximizing resources. Turf issues often remain unresolved because of a lack of understanding of how different systems function as well as negative age-related attitudes among professional staff.

A second problem inherent in a systems intervention effort concerns the role of the outside catalyst. The degree to which s/he is involved and/or assumes direct leadership varies depending on the *scope* of the programs being planned and the *skill* level of the program developers within the various systems. Since "ownership" must be felt by all persons involved in the individual projects, finding a balance between direct intervention and indirect facilitation is often quite difficult.

Benefits of a Systems Approach

Despite the barriers mentioned, the benefits of the systems intervention approach far outweigh potential problems. It is a cost-effective process because one person serving as the catalyst can stimulate the development of numerous and varied intergenerational programs. At another level, the focus on systems linkages and leadership development insures long-range commitment to collaborative efforts. Not only do people become enthusiastic about resolving problems of young and old, they also discover that collectively they have the power to meet other challenges. This broadened perspective forces communities to function not as compartmentalized and fragmented units, but rather as integrated entities which are capable of effectively meeting the needs of their members. ■

Four Conditions for Successful Systems Intervention:

1. **The environment in which the systems operate is understood.**
2. **The role of the catalyst is clearly defined.**
3. **A sound planning process is maintained.**
4. **The project must leave a legacy of human and financial resources.**

Stages in Intergenerational Development

by Kathlyn Thorp
Director
Wisconsin Positive Youth Development Initiative, Inc.

I. **EVENT**—An event is a one-time activity, like a folk fair or a community clean-up day or an intergenerational street dance. It is a good way to begin, because it requires a limited amount of planning and provides an opportunity for various community groups to try the idea of intergenerational contact on for size. An event should always:

- provide visible and positive roles for people of different ages.
- involve lots of people.
- allow for contributions of volunteer work, materials, facilities, and other services by many different people and organizations in the community.
- be something that could catch on and become a tradition in time.

II. **ACTIVITY**—An activity is an on-going intergenerational contact. It might take the form of older persons providing tutoring services to elementary students who seem to need extra help or teenagers providing weekly visits to assist residents of a nearby nursing home. An activity will require a long-range commitment of staff to coordinate volunteer roles and to serve as a liaison to community organizations involved. Any existing organization that serves people (schools, churches, nursing homes, senior/youth/community centers, club, 4-H, etc.) can develop several intergenerational activities as part of their overall program.

III. **ORGANIZATION**—After you have grown from a single annual event to maintaining several quality intergenerational activities, you can consider incorporating intergenerational themes into all aspects of your organization. An intergenerational mix among staff and volunteers can strengthen your entire operation. Almost everything you do can incorporate intergenerational values; your newsletter, annual meetings or conferences and all of your services can be a vehicle for promoting intergenerational contacts and sharing.

This next phase also involves interagency cooperation and planning. Can your organization link with another to provide intergenerational programs for two constituencies? Can you develop written agreements that define roles and responsibilities within your partnership? Sharing resources in this way is the only logical way to create many intergenerational programs in your community. ■

III

Program Ideas

The options for developing intergenerational programs are as rich and varied as the people in your community. The following chapters feature just a few model programs from across the country to provide you with some details, but you are encouraged to be creative in developing your own idea.

There are basically three kinds of intergenerational programs:
1) Those in which younger persons provide services to older persons.
2) Those in which older persons provide services to younger persons.
3) Those in which both groups work together cooperatively on a project or activity.

Within these three broad categories, there are literally hundreds of possibilities. A program might be built around:

CHILD CARE
EDUCATIONAL SYSTEMS (Elementary/Secondary/Technical School/College)
VULNERABLE POPULATIONS (At-risk youth/disabled/frail elderly)
POLITICAL ACTION AND COMMUNITY PLANNING
ARTS, HUMANITIES AND ENRICHMENT
HOME SHARING
GRANDPARENTING
CHORE SERVICES
CAREER EXPLORATION
INFORMAL FAMILY SUPPORT

Local Government Internship Program

Tulsa, Oklahoma

by Lu Patrick
Volunteer
Tulsa Coalition for Older People

The Local Government Internship Program is designed to involve senior citizens (over 60 years of age) and high school students in learning about and working with various departments of city and county government for three to five days. To insure participation of the students, the program is scheduled at the time of the public schools' spring break. The basic objective is educational and motivational—to get more citizens concerned about and participating in local government and to face government officials with the fact that both generations have something to contribute to the community.

One senior citizen and one student are eligible for assignment to each cooperating department or agency. The schedule includes an orientation as to what is to be expected from the program and an overview of both city and county government. A booklet, "This is Tulsa: A Citizen's Guide to Local Government," is distributed to interns prior to the program. The booklet is compiled by the Tulsa League of Women Voters. Throughout the orientation there is ample opportunity for discussion and questions from participants.

In the first three years of the program, participation has been limited to schools and individuals and departments within the city of Tulsa. It is proposed in the future to expand to include other communities within the county (e.g., Broken Arrow, Collinsville, Owasso, etc.) with, of course, the permission and cooperation of appropriate officials in these areas.

Interns, cooperating departments, and the Planning Committee sign Agreements outlining the obligations of each of the groups.

Responsibilities of participants in the program include: Be punctual for all assignments, reporting to the assigned place at the specified time. Participate in both the educational and work projects outlined by the departments. Participate in the evaluation session. Follow up on the experience to the extent time and interest permit. The only financial commitment of interns is to provide their own transportation to the appointed places and, possibly, two lunches.

The various departments involved are committed to: Assign a staff coordinator for the program. Provide in advance a proposed agenda for the interns' assignment. Supervise the program of the interns. Attend the luncheon and evaluation session. Accommodate participants who wish to volunteer service in the department following the internship.

The Planning Committee, composed of representatives of the sponsoring organizations, has responsibility for: Arrangements for the program, including review of the agenda from each department. Publicity. Distribution and review of applications and assignment of program participants to the various departments. Conduct of an evaluation of the program from the standpoint of interns, departments, and the committee. Facilitate ongoing interest on the part of program participants.

Applicants are asked to indicate three choices for assignment, with an indication as to why the department or agency is chosen. All assignments must be mutually agreeable and while first preference may not always be possible, every effort is made to honor these choices. ■

The Senior Citizen Food Co-op

Rochester, Minnesota

by Marge Allen
Director
Channel One

The Senior Citizen Food Co-op began 5 years ago as an effort to interest young people in their community rather than turning to drugs.

The planning process involved all different areas of the community—social services, educators, business people and nine young people representing the three local high schools. Discussion began with what were needs or desires of the young people and then the needs of the community. Twelve ideas surfaced from the brainstorming; the one idea that caught the attention of the young people was the suggestion of a food co-op for senior citizens on limited incomes. The excitement built as the kids talked about how they could be a part of that process and they were indeed involved in every aspect, from collecting information in the legal needs for beginning such a project, to incorporation, soliciting 6,000 items of food from companies, churches and individuals, and finding a place to "house" the co-op.

The Co-op opened its doors on February 18, 1980, in donated space at the YMCA. It was a wonderful day! The Governor of Minnesota sent a letter of congratulations, the Chamber of Commerce cut a ribbon to celebrate the event and over 150 people came to the Open House. Our major concern was how to get very proud seniors to use the food co-op.

During the planning process, part of the time was spent visiting agencies that also worked with senior citizens. The students accompanied adults on these visits; it taught them to let others know what their plan was and to see if there were any objections. They also asked for help in referring people to the project. And it worked!

The first month 27 senior citizens used the Food Co-op. Currently we have over 350 registered and between 250–300 who use the food shelf each week.

How it works

A senior citizen comes into the Co-op and is registered and given a card. At that time they are also told of other agencies in the community that may benefit them such as Fuel Assistance, Food Stamps, etc.

The person may then use the Co-op once a week. The co-op is set up like a store in that the person shops for their own food, choosing a total of 8 items. Items such as bakery, frozen sandwiches and some fresh garden produce do not count in the 8 items because they are given to us on a regular basis or in great quantity. An exchange is expected from the senior. That may be in the form of volunteer time, donated goods such as brown paper bags, a monetary donation, or fundraising activities with youth.

The young people are involved in many different levels. Four high school students are chosen in their junior year to sit on the Channel One Board of Directors. They are involved in constant fundraising, including such things as an annual ice cream booth at the County Fair. One of the most important roles they plan is in our home delivery system. The relationships that have developed have been meaningful.

The community is our source of food and monetary support as well as hands and hearts. Because this project is one that is easy to understand we have people of all ages working together to support it. An example of that is the garden project that has been going on for four years. This year over 2 acres will be tended by 150 families and agencies to raise food for themselves and Channel One. ■

The Full Circle Intergenerational Improvisational Theatre Troup

Philadelphia, Pennsylvania

by Nancy Henkin Ph.D.
Director
Center for Intergenerational Learning
Temple University Institute on Aging
and
Rosalie Minkin MSW
Artistic Director
Full Circle Theatre Troupe

In an attempt to improve the quality of age relations in the Philadelphia area, in the fall of 1983 the Center for Intergenerational Learning at Temple University Institute on Aging, in conjunction with the Philadelphia Corporation on Aging, created an intergenerational improvisational theatre troupe called The Full Circle. Over the past two years, this multiracial troupe comprised of both teenagers and elders has performed at 40 senior centers, schools, community/religious organizations, and conferences in the Delaware Valley. Over 2000 people of all ages have been involved in this unique theatrical program which draws upon the experiences of the actors themselves and emphasizes audience participation. From the reactions of older persons, teenagers, professionals, and community leaders it is clear that this innovative educational tool has been effective in dispelling age-related stereotypes and sensitizing audiences to the importance of meaningful cross-age interaction.

Goals of Project

The overall goal of this project is to increase understanding between older people and teenagers by sensitizing both age groups to issues they have in common as well as those which have potential for conflict. The project seeks to:

- dispel age-related myths and stereotypes;
- reduce elders' fear of teenagers by increasing their understanding of the needs, values and experiences of today's youth;
- increase young people's understanding of the aging process and the heterogeneity of the aged population;
- provide an opportunity for a group of teenagers and elders to explore their creative potential and develop new and/or old talents/skills, thereby enhancing self-esteem;
- enhance the quality of intra-familial relations, particularly between teens and grandparents;
- sensitize teachers and counselors to issues related to aging and age relations and provide them with material which can be incorporated into existing curricula;
- provide a vehicle through which teenagers and elders can increase their repertoire of role behaviors;
- serve as a model project which can be replicated nationally.

Description of Project

Training

This year's Full Circle Troupe is comprised of 10 teenagers from the High School for Creative and Performing Arts and Bartram School for Human Services and 10 older persons recruited from a variety of senior citizen organizations. Members participate in a 12-week intensive training program in order to prepare them for performances. Meeting every Monday for 3 hours at Philadelphia Center for Older People, players learn both skills in improvisational theatre and knowledge pertaining to life span development. The training sessions are designed to enhance the acting ability of each member, provide data on the aging process, break down age-related myths, build group trust, and foster a sense of group cohesiveness. Elders and teens share life experiences and utilize each other as resources. Through psychodramatic and sociodramatic techniques such as doubling, sociometry, and role playing, the troupe addresses issues that affect both young and old. These issues include drug misuse and abuse, loneliness, sexuality, family relations, self esteem, work, intimacy, money, respect, changing roles, body images, and retirement. During the training, individuals are forced to confront their own feelings about the aging process and their relationships with members of other age groups.

Performances

Each year performances are scheduled for schools, senior centers, community/religious organizations, and conferences. The purpose of each performance is to confront, challenge and educate audience members by increasing their awareness of age-related stereotypes and fostering their understanding of others.

The scenes utilized in the performances are developed by troupe members as they discuss situations or conflicts which are commonly faced by teens and elders. To add to the dynamic nature of performances, the cast and the director actively initiate a dialogue between the audience and the players. The audience, which is always composed of both young and older persons, suggests alternative actions and is encouraged to challenge or defend the actions of the character. Sometimes a scene is replayed utilizing audience members. Post-performance evaluations indicate that the entire experience has been extremely effective in facilitating constructive dialogue between elder and youth in our community. It is hoped that from this dialogue will emerge a greater understanding of the need for interdependence among people of all ages.

Future Plans

Over the past two years the Full Circle Intergenerational Theatre Troupe has gained a great deal of local and national attention. Both Ms. Rosalie Minkin, artistic director, and Dr. Nancy Henkin, project director, have made numerous presentations about this unique intergenerational program at national conferences. The response has always been extremely enthusiastic. During May and June, WCAU and ABC are scheduled to film several Full Circle performances. In addition, the project has been selected as one of four outstanding intergenerational models to be included in a videotape about intergenerational programming in Pennsylvania. This tape will be distributed nationally by the Pennsylvania Department on Aging.

On a local level, requests for performances have already been received for next year. Full Circle is tentatively scheduled to open three conferences in Pennsylvania next fall and may be invited to perform at the National Conference on Aging convention in Washington, D.C. in the spring.

In addition to performing next year, the troupe plans to conduct training workshops for teachers and human service practitioners interested in utilizing improvisational theatre in their work. The group will also run workshops for elementary school students and older persons in an effort to sensitize young children to the value of intergenerational contact. ■

Involving Older Men As School Volunteers

San Francisco, California

by Eve Siegel
Director
SEER Project
(Seniors Enriching Educational Roles)

Older male volunteers are a growing phenomenon in public schools. Until lately, school volunteering was almost exclusively the province of parents—more particularly, mothers. However, with more women entering the work force for financial and professional reasons, there are now many ways in which other community volunteers—notably, senior citizens—have been responding to the increasing needs of teaching staff and students.

For almost any older person, returning to a public school in any capacity is a leap of forty to sixty years in time from their own school days or those of their children. For men age sixty and over, volunteering in the schools represents a major departure from traditional ways of serving or feeling productive in this society. For men of this generation, working closely with children is still a fairly unusual alternative.

So why and how is this an increasingly attractive option for retired men? I would like to draw some tentative conclusions based on five years of experience with the SEER Project (Seniors Enriching Educational Roles) of San Francisco School Volunteers—a non-profit organization that recruits, places, and trains volunteers for San Francisco public schools.

When SEER first began in the fall of 1979, there were approximately twenty-five registered senior volunteers, five of whom were male. These men worked in the areas of advanced math and basic skills tutoring, library assistance, college/career counseling, and physical education—areas in which they had experience or were offered training through innovative programs within the San Francisco Unified School District. They became involved through family members or friends connected with the schools, or—as self-starters in search of new ways to organize their time and talents—went to a school in their neighborhood and offered their services. The five schools in which these men volunteer are fortunate, for several of these men now work more than twenty hours per week and consider their time at school to be a second or alternative career.

Children and teenagers have responded very positively to these older men who have offered them their willingness, caring, consideration, and wealth of general assistance. For many teenage boys, in particular, these volunteers are examples they need of active, involved male role models who can validate and highlight their own quest for ways to become productive men in our society. Teachers have appreciated, too, what these men have brought in terms of commitment, craftsmanship, and skills specifically related to these volunteers' previous jobs, careers, or avocations.

As of 1985 SEER has thirty-six male SEER volunteers—a seven-fold increase in 6 years—(including the five above) out of approximately 170 total. Thus, while older men still comprise about 20% of all SEER volunteers, their numbers are rising. They now work in twenty-five district schools, seven of which are middle and high schools. They work in the following areas (numbers in parentheses indicate number of volunteers): tutoring basic reading and math (9); tutoring, English-as-a-Second-Language with immigrant students (5); tutoring, advanced math (5); class assistance with special-needs students (3); physical education (2); assisting on field trips (2); library assistance (2); gardening (2); banking skills instruction (2); public speaking (1); English literature instruction (1); computer programming (1); chess instruction (1); and PR assistance to the SEER project (1).

Half these volunteers have increased the number of hours per week they volunteered after the first year. Most impressive is the fact that they have worked three years or more while the number of hours they offer per week at their schools totals about 275—slightly more than equivalent to thirteen half-time classroom aides. Based upon an aide's salary of approximately $6,500 per year, these older male volunteers contribute a total of $84,500 worth of service to San Francisco's public schools!

What is of particular interest to SEER staff is the fact that about one-third of these volunteers have started this year. Increasingly, they are responding to the pressing needs of school children as depicted in articles in local papers. They are also motivated by the positive experiences of peers and other family members or friends in the schools, plus

the heightened visibility of SEER in the San Francisco community (through a new brochure, newspaper articles, referrals by the Retired Senior Volunteer Program and other senior-affiliated organizations, etc.). Many of these men are independent in outlook and highly individualistic in their response to new life situations. Most have years of business or other professional experience behind them. A number are linguistically proficient or have expertise in a variety of hobbies or avocations

As more retired men come directly to the SEER office for an initial interview, the differences between older male and older female volunteers have become clearer. In this generation, it is the male who has been more apt to have followed a long-term career line and to suffer most at its termination. The reasons are legion—feelings of personal worthlessness, reduced income, lack of motivation, loss of status, as well as a perceived inability to contribute noticeably to others. Women currently 60 or older are evidently more accustomed to volunteer or part-time jobs, and have, as well, greater ongoing social interaction with people on and off the job. They are likely to help meet obvious students' needs. Recently, the retirement experience has generated stronger career-related or personal needs in men, too, for which school volunteering can often be a viable solution.

However, because school volunteering has basically been a female-oriented province, older men often come to SEER interviews with reserve and many questions as to their suitability. Many male retirees perceive this kind of work as a job, however non-traditional, to be considered carefully from both the employer's (SEER/school staff) and the employee's angle. Thus, interviews with older men often take longer than those with women, the former being more likely to come dressed and prepared as for a professional job interview. And while they will have questions as to how their skills can be used at the schools, they generally are confident that they do possess skills they would like to utilize appropriately.

The reasons why older men want to work with younger people in a school setting are now becoming more clearly defined. Many have cited the need for a definite job assignment; a place to be where they can continue to utilize their demonstrated abilities; and a new style of commitment after retirement. One particularly motivated volunteer said that he did not want to end up like his friends: "apathetic, sick or dead a year or two after retiring." In this same vein, some have said they wished to pursue teaching as a new career line, or have "always enjoyed teaching" and wished to continue that kind of work. One outstanding volunteer who wants to teach English in China says that as an extra bonus from his English-language tutorial work at a local high school a faculty member has introduced him to appropriate contact persons from the People's Republic of China, which has "opened new doors for me." Others feel a need to give back something to society—and want to become more actively involved in local community service.

Mr. Sonners is a fine example of an older volunteer who participated in a positive, symbiotic relationship with a class of kindergarten children at a nearby school. Mr. Sonners had retired from his work as a butcher at a local grocery store about six years ago. After several months of "free" time, he remarked later on that "I simply lost my motivation for shaving and getting out of my bathrobe in the morning." Though a good neighbor and a devoted husband, he did not know what he could do with the rest of his life. A year later a woman on his block said that "she was tired of seeing me hang around" and insisted that he start working in her daughter's class at the local school.

This was the start of a five-year love affair that carried Mr. Sonners through the death of his wife, the subsequent loneliness of being a widower and his final two years in which he battled cancer of the larynx. Up to the last few months, he worked five mornings a week as an indispensable assistant to his teacher and a much-loved friend to the children. Helping the little ones through the complications of numbers and the alphabet, plus their social struggles gave Mr. Sonners what he needed most in life: love, a sense of being valued, and the ability to give to others. He also learned some Chinese in order to make newcomer children feel welcome. Most treasured of all to him were the proposals he received annually from the girls in the class.

Finally, when his larynx had to be replaced with an artificial one, it was the children who helped him maintain his self-esteem. "They think I'm R2-D2 (the robot in *Star Wars*)," he reported once with a chuckle. "No grown-up could appreciate listening to me now the way these kids do." At his death, the local newspaper obituary described Mr. Sonners in these words: "An adopted 'Father' and 'Grandfather' to many: loved and remembered by his . . . very precious treasure and love, the students and faculty at Jefferson School where he was a dedicated volunteer."

At the other end of the spectrum is Mr. Traner, a highly motivated 65-year-old computer programmer who is heavily involved in a wide range of community affairs. He sees himself as a "networker," helping people to learn about the resources available to them. In this connection, he became interested several years ago in the public schools. He hoped to be able to share his skills with students, as well as utilize school-site facilities for his own learning experience. He is now virtually in charge of the computer lab at one middle school, and has extended his services to two other computer classes at another middle school at the opposite end of town. In addition, he has spoken to classes from elementary through high school about the time he spent as a prisoner-of-war at a German camp during World War II. From his own experience he is able to dispel any notion students might have about the glory of war. "I was lucky; I got out of combat early. And I got into a camp that honored the Red Cross prisoner-of-war rights and gave us enough food. But it was different for many others."

Besides his work with students, Mr. Traner has introduced other SEER volunteers and community people to computer programming at a school computer lab. In this way, he believes, people who have contributed tax money to the public schools can take advantage of important school facilities such as computer labs. Then he partners older and younger learners together so they can help each other. One SEER volunteer who began work in BASIC under Mr. Traner said exultantly, "I thought I'd never handle a computer before I died!" Another Japanese-born older volunteer has switched from the abacus to the computer under Mr. Traner's tutelage.

About his work in the schools, Mr. Traner says, "Where else could I get such appreciation? After one of my World War II presentations, all the kids came over to get my autograph. Now I'm a celebrity!"

Above all, successful older male school volunteers—like many others—really care about and enjoy being with kids. Peculiar to older men, however, is the fact that many lived in very role-structured types of families where, as breadwinners, they did not spend much time with their children as they were growing up. Some of these men who are SEER volunteers have expressed a desire to be actively part of children's development and derive great pleasure in their new roles as tutors, friends, and surrogate grandparents. "Honorary grandparent" is a treasured compliment for most SEER volunteers—men and women—many of whose grandchildren do not live within easy visiting range.

Clearly, older men have responded positively to their new opportunities in the schools for contributing and for enhancing their own self-development. As people active in their professions and/or in the community, their remarks radiate with the sense of possibilities inherent in the wide range of activities in the city's schools:

- "I'm very involved in community affairs, but my work with these students is really exciting to me."
- "When I work with these kids, I feel I am passing on what was given to me. This is my contribution to society."
- "I feel my work with the children has increased and expanded my enjoyment in living. I feel much more part of my community."
- "These kids really need us. I find this work filled with sheer joy and excitement."
- "I come home all revved up about the achievements of the day."

"I feel my work with children has increased and expanded my enjoyment in living. I feel much more part of my community."

Teachers have been equally enthusiastic about their male volunteers. As the following remarks demonstrate, these partnerships are characterized by mutual admiration:

- "He is so wonderful! He responded instantly to my request for volunteer assistance in the computer lab. He comes four days a week, answers kids' questions clearly, and we all think he's great."
- "Not everyone could work so cooperatively with so many teachers as Mr. Goodman. He has tutored kids in algebra and other math courses in three classes daily at our school for over ten years."
- "I'd be lucky to be able to hire someone as qualified and committed as Mr. Berria. He is so patient with students who have recently come from Central America who need help catching up with the rest of the class in math—and he speaks Spanish, too!"
- "Whenever I need assistance for a special project or help with a difficult child, Mr. Ahmann is right there. What would I do without his daily presence? And the children love him."
- "He has infected my students with his love of poetry and drama. His selflessness and generosity are unique contributions to their education. I wish he could come every day."

It is significant at this time that ACTION, the federal funding agency for the Retired Senior Volunteer Program (RSVP), is now offering expansion funds for new and existing RSVP programs. One area targeted for expanded service by senior volunteers is intergenerational literacy programs such as SEER. More importantly, ACTION recognizes the older male as an under-represented volunteer, and encourages the recruitment and placement of older men in a wide variety of volunteer assignments. If some of this expansion funding is made available to San Francisco, SEER and RSVP staff will team up to focus on the recruitment of older men in the public schools.

In short, older retired men are a potential asset for students and teachers in the public schools, whose value and availability have been too long ignored. Coordinators in charge of school volunteer programs would do well to take the time to reach out for these people, listen carefully to their interests and concerns, and find them placements where they can share with younger people and take fullest advantage of this opportunity to find love, respect, and development of their life potential. The returns—for both older men and the schools—are enormous. ■

SCOPE (Students, Community, Older People, Parents and Educators)
Madison, Wisconsin

by Mary Stamstad
Director
RSVP of Dane County

SCOPE is an acronym for Students, Community, Older People, Parents and Educators. It was conceived by RSVP staff and presented to the Madison Metropolitan School District in 1981 as a pilot project. We had been placing older volunteers in intergenerational volunteer roles in over 30 schools but felt more concentrated involvement with several schools would be more beneficial. We were willing to devote our staff time to develop these programs if school personnel were also interested. Principals were willing to "experiment" and so SCOPE was born. The first year saw slow progress, with one school dropping out. The second year brought greater rewards and growth and SCOPE has since developed to the point where volunteers and school staff have taken on coordinating responsibilities, and RSVP staff can lessen their involvement and move on to help develop the program in other schools.

An important aspect of the program is an advisory council in each school that plans, implements, and evaluates the projects undertaken. The Council is made up of program participants. The projects are determined by the needs expressed in each school and neighborhood.

Each school's intergenerational activities are different, but the framework is the same—an Advisory Council, recruitment of older people in the neighborhood (with a monthly or weekly lunch), and reciprocal activities benefiting both older people and students. Creativity and innovation are the elements which make the program dynamic and rewarding for all involved.

All too often we see programs that are planned *for* people and not *by* or *with* those who are to be involved. We feel very strongly that both youth and elders should have input into programs in which they are involved as participants. They can be the planners, decision-makers in project development with RSVP and school staff in the role as guides and catalysts.

The SCOPE programs are currently operating in five Madison, Wisconsin schools. Activities that have been planned by advisory councils in each school are as follows:

ROOM GRANDPARENTS—A new concept that goes beyond just tutoring that brings extended cultural and educational resources of the older person into the classroom.

TUTORING—One-to-one with students having difficulty.

TEACHING ARTS AND CRAFTS—to classrooms or small groups of students.

FOLK FAIRS—A day-long activity in a school gymnasium where older volunteers share their crafts, arts, skills and music with the students to keep alive the cultural and ethnic heritage.

APPRENTICESHIPS—A week or two-week-long activity within the middle school unified arts curriculum where volunteers work with small groups of students two to three days a week in a concentrated craft or hobby. Over 100 students are involved in the sessions.

PEN PAL—Fourth grade students write to local nursing home residents. They also visit the nursing home and residents attend school lunches and other functions.

ORAL HISTORY/AGING SEMINARS—Older volunteers discuss their personal history and attitudes about growing older with middle school and high school students. They go to classrooms in panels of three or four and talk to students in small groups in one or two sessions.

FRIENDLY LISTENER PROJECTS—Volunteers are matched with third through fifth grades who either are "latch-key" children or who desire the contact of a "grandparent." The children call the volunteer when they return home from school or when they have a problem. There are opportunities for the volunteer, students and parents to get together to become acquainted and to know each other better and thus establish lasting relationships. Screening and training are provided to the volunteer. School social workers and principals are involved.

EDUCATIONAL OPPORTUNITIES are provided for seniors such as computer training. The volunteers in turn help the students.

HEALTH SCREENING, EDUCATION, OUTREACH—Volunteers are provided with blood pressure screening, elderly outreach services, etc.

TRANSPORTATION—Services are provided by RSVP Driver Escorts and cooperating agencies.

NUTRITION—Volunteers come into the school for a weekly, monthly or occasional lunch depending on the school. Middle School students, parents, and older volunteers handle the setting-up, serving, and the $1.00 payment.

TELEPHONE REASSURANCE—Middle School students provide a daily telephone call to older people living alone.

CHORE SERVICE—Middle school students provide snow shoveling and spring cleanup to SCOPE participants.

Different intergenerational projects have developed as the needs of the school and neighborhood emerge.

We were fortunate to have with us at the 1985 Wingspread Conference an intergenerational panel of program participants who have been deeply involved in an innovative intergenerational program on a "grass roots" level. An 8th grade student, elementary principal, two room grandparents, a parent and RSVP director and SCOPE coordinator told about the program from each of their perspectives.

Our panel participants at Wingspread told not only of the successes of this project, but also the problems that have been encountered, not all of which have been overcome. Parent participation in some schools had been weak. With so many mothers working, they have little time or inclination to be involved in school activities. Red tape and logistical problems are also a deterrent. Not all teachers or principals are apt to be interested in devoting the time and effort necessary to make these programs work.

Older volunteers, students, parents, principals and community agencies have proven that these programs can work if there is enough interest and patience in seeing them through the barriers that are encountered. The panel expressed that the rewards are tremendous to everyone who becomes involved.

Instituting intergenerational programs in schools with community agencies is not an easy task, but from our experience with SCOPE it is a worthwhile endeavor that we will continue and expand. ■

Other Ideas

Harbor Springs Friendship Center
Harbor Springs Community School
Harbor Springs, Michigan
Bob Doan, Director

This unique senior citizen's center is located in the heart of a senior high school and provides opportunities for teens and older persons to mingle on a day-to-day basis. The seniors' presence in the school extends far beyond the confines of the center; however, senior citizens are not forced upon students and teachers, nor are teachers and students forced on senior citizens.

Having access to all of the school's resources (both human and material) makes this program a "cost-effective" program that provides a multi-million dollar senior center with little or no additional cost to local tax-payers. Add the fact that it is an excellent way to "bridge the generation gap" on a regular basis, and you have a program that makes sense.

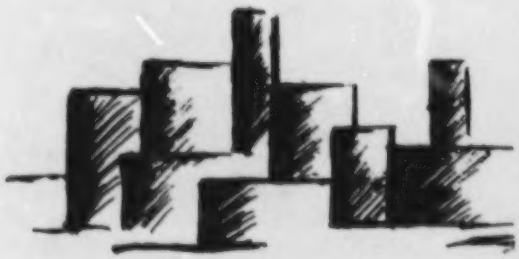
Mayor's Youth Patrol
Nashville, Tennessee

For the past four summers, disadvantaged teenagers (ages 14–19) have served as escorts and companions for elderly residents in 19 housing projects. The teens escort their companions to the bank, stores, rental offices and doctor appointments. Daily contact is made with home-bound elderly to check on their safety, do household chores and provide friendship.

Silver Threads Among the Gold
St. Jude's Home
Sandy, Oregon
Judy Sheppard, Director

This is a community program that links nursing home residents with grade school students. Fifth and sixth grade students make weekly visits, bringing with them games, crafts and other activities. "Our residents love it! The day that the children visit is always a happy one."

Students, teachers and parents also have the opportunity to learn about and discuss concerns of frailty, handicaps and death through their experience. They have developed new insights which had a positive effect on their relationships with peers and family, as well.



Family Friends Project
The National Council on the Aging, Inc.
Washington, D.C.
Meridith Miller, Director

Family Friends is a new intergenerational volunteer project which pairs older non-professional volunteers with chronically ill or disabled children and their families in home settings. The concept grew out of the Foster Grandparent Program, whose older volunteers worked one-to-one with children in institutional settings. This project allows volunteers to work in the home, thus enabling them to assist family caregivers as well as the children.

The California Intergenerational Network

by Carol Fox
Consultant
Los Angeles County Office of Education

The development of intergenerational school programs in California is particularly unique. The State Department of Education (SDE) in California has stated that there is a need to restore public confidence in the quality of our schooling. The task of improving education does not fall on the schools alone; senior citizens can be a vital resource in making our schools better for our students. Support for the intergenerational programs, which began with the federal ECIA Block Grant, Chapter 2 in 1983, has continued through the 1984–85 school year with Senate Bill 2039, sponsored by State Senator David Robertti.

Since 1982 the State Department of Education, with support from the California Office of Aging, has provided the leadership in intergenerational networking in California. Because of the size of California, both geographically and in population, networking became the necessary way to inform and encourage involvement in intergenerational programs by seniors and the schools.

There are two major intergenerational networks in California—one in northern California and one in southern California. Three consultants from the SDE are assigned to work with each network group. The northern California network started in 1983 with a small grant from the Luke B. Hancock Foundation. Northern California's mission as a network group is to: (1) connect existing intergenerational programs, (2) provide technical assistance, (3) assist in the development of new programs, (4) provide materials including a newsletter to those interested in Intergenerational Programs.

The northern California network has worked with several projects since their inception: conferences, an open house, revision of the National School Volunteers Manual, workshop on recruitment and community relations, a survey of the community regarding intergenerational programs, and coordination of a calendar regarding intergenerational events.

The southern California network, known as the Los Angeles Area Intergenerational Network, was started in the spring of 1984, again through the efforts of the California SDE. A small grant from the State Community Education Project through the Mott Foundation was made available to assist the southern California network in further encouraging involvement of the schools in intergenerational programs. This grant was administered through the Los Angeles County Office of Education.

The decision regarding use of the grant money by the southern California group was the development of a slide/tape presentation focusing on exemplary intergenerational programs occurring in southern California. This slide/tape presentation was used in a series of "road shows" in three different locations in southern California. The directors of several intergenerational programs were involved in each road show to talk about the advantages of schools becoming involved with intergenerational programs and to distribute materials about their particular program.

The southern California network will continue to provide visibility for intergenerational programs, to encourage involvement of the schools with seniors, to identify resource people and materials, and to provide technical assistance to school personnel who are beginning intergenerational programs.

A Statewide Planning Conference for Policymaking in Support of Intergenerational Initiatives was held May 31, 1985, in San Francisco. The conference's purpose was to consider, promote, and assess state policies designed to ensure the establishments of intergenerational initiatives within the areas of education, health, human services, and justice. Leadership for this meeting was provided by Carol Tice, President, New Age, Inc. Participants included policy planners and directors of intergenerational programs.

We will all make progress in greater involvement in intergenerational programs by sharing our information and steps that we take along the way in establishing these programs. A list of materials and people who have been helpful to the California networks follows. Other states are welcome to use this list in creating a mutually beneficial alliance between senior citizens and our youth of today.

Intergenerational Programs Funded through SB 2039 for 1984–85

- SWING—Seniors with Interest in New Generations. The Hacienda La Puente Unified School District expanded the elementary tutoring program conducted by senior citizens at Workman Elementary School to include Temple Elementary School. The program focuses on building each student's self-confidence through special tutoring techniques in basic skills. For more information contact Alan Cushnie; telephone 818-333-2201.
- SEASONS—Senior Experts as Speakers on Numerous Subjects. SEASONS is a highly successful resource speakers bureau and outreach program developed in conjunction with the Ventura County Historical Museum for the purpose of enriching kindergarten through grade twelve curriculum in Ventura County area schools. The staff expanded the program in the 1984–85 school year to meet science and mathematics-related needs in junior and senior high schools and initiated a resource speakers' bureau for schools in Santa Barbara County. For more information contact Phillip Palbaum; telephone 805-652-7373.
- Love A Little and SEE—Seniors Enriching Education. The Placentia Unified School District has expanded the tutoring and self-esteem building program at Ruby Drive Elementary School to include Golden Elementary School. The program is instrumental in increasing the students' social awareness as they interact with the older adults and is in turn beneficial to the family, because of the child's improved self-concept and self-awareness. For more information contact Alicia Castelan-Storm; telephone 714-996-1922.
- Youth and Seniors: Science Discovery Workshops. The Regents of the University of California provided a series of science enrichment classes taught by teams of senior citizens and Lawrence Hall of Science staff at schools in the San Francisco Bay Area. The program includes classes for the junior high school level and an open house at the Lawrence Hall of Science for all participating students, parents, teachers, and senior citizens. The seniors acted as docents and assistants for the museum exhibits and the science discovery labs. For more information contact Kimi Hosoume; telephone 415-642-0345.
- El Arte de los Mayores Y/And Art for the Students. Performing Tree, Inc., funded to integrate indigenous Latino crafts with the junior high school arts curriculum at Belvedere Junior High School, Los Angeles, was expanded this year to include Griffith Junior High School, Los Angeles. The program now provides staff development sessions to teachers wanting to increase their awareness of the cultural heritage and stereotypes of the Spanish-speaking community. Performing Tree, Inc., also began the development of a similar program with the Korean community in Los Angeles, providing two senior artisans from Koreatown for the arts program in two Los Angeles junior high schools. For more information contact Trudi Mandel; telephone 213-482-8830.
- Volunteers in Partnership. The Healdsburg Union Elementary and High School Districts received funds for a communitywide approach to bringing senior citizens and youths together in the schools. Each of the five schools in the districts participated in tutoring aspects of the program, and individual schools initiated adopt-a-grandparent programs, a rocking chair program (students and seniors reading books together), and a pen pal program. Students reciprocate the assistance given by the senior citizens by providing season passes to athletic events or publicly honoring the volunteers. For more information contact Karen Tappin; telephone 707-433-3391.
- Senior Citizen Exchange Program. The East Side Union High School District received funds to enable senior citizens to participate meaningfully at Santa Teresa High School. Senior citizens serve as mentors on the subject of youth employment, assist underachieving students by serving as tutors, give guest lectures in their area of expertise, and assist the school staff as resource people. For more information contact Olivia Heathcote; telephone 408-578-9100 in San Jose.
- Share Project. The Area I Agency on Aging in Humboldt County provided six schools with experienced tutors, classroom aides, and resource speakers during the first year of the project. In 1984–85 the program expanded county-wide to 53 schools. For more information contact Charlotte Tropp; telephone 707-442-3711.

- Intergenerational Life Experience Program. Claremont Unified School District received funds to recruit and train senior citizens to work as volunteers with orthopedically handicapped and learning handicapped high school-age students. The senior citizens teach the handicapped daily living skills, such as personal grooming; home care activities, such as cooking, cleaning, and doing laundry; and leisure activities, such as photography and art. The program expanded this past school year to include all students ages three through twenty-one in the orthopedically handicapped program at Danbury School and at Oakmont Elementary School. For more information contact Harriet Gusman; telephone 714-624-9041.
- Project Dialogue. The Los Angeles Unified School District implemented this program at Crenshaw Senior High School the first year and expanded the program to two junior high schools and two hard-to-staff high schools in the inner city. Dialogue brings older people and young adults together to dispel stereotypes each group has about the other in a natural way—by interviews, group discussion, interaction, and participation in each other's activities. A newsletter about the program is produced by the students. For more information contact Helen Tieger; telephone 213-298-1312.

In addition there are other intergenerational programs in California that are funded in other ways. A directory which identifies other intergenerational programs is available from the California State Department of Education: "Young and Old Together: A Resource Directory of Intergenerational Programs," California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271. ■

A Likely Pair: Child Care Centers in Nursing Homes

by Joan G. Sugarman, MLS
Child Care Research Specialist
American College of Health Care Administrators

The time has come to end age isolation of the elderly. The very old and the very young have much to offer each other. The meshing of older persons and preschool children in such unexpected places as long-term care facilities, hospitals, college campuses, retirement communities and the corporate work environment is a part of everyday life and evidence that age isolation is diminishing.

Child Care Centers in Nursing Homes—Why?

The reasons for establishing child care centers in long-term care facilities seems to be the result of an increasing need for adequate child care in a community environment. Family roles and the family itself are changing. We live in a society of rearranged families. These child care centers serve to provide services for children of working parents requiring child care, infant care, before-and-after school care, intermittent but minimum weekly hour care, special education needs and some summer school care.

An estimated 56% of women in the work force have children between the ages of three and six. These parents are torn between the demands of child care and the demands of a career. Today, nearly seven million children six years and less are already in some type of work-related child care arrangement. The number could swell to 14 million by 1990. For many women, being a full-time housewife and mother is not an option. It can be a stressful, guilt-ridden dark road to be traveled.

Employees of nursing homes find that long-term care facilities can provide a convenient and suitable environment for child care. These centers can be a one-stop site where both child and parent remain for a work day, thus saving time, transportation costs and some child care fees. There are opportunities for sharing meals, nursing an infant and cross-generational mixes. The child-to-adult ratio within the child care centers is as high as one to three in some instances. In addition to the employees' children, these centers can provide care for other children in the community.

A Special Kind of Caring

Studies show that children who do not have regular interaction with older people tend to have negative perceptions of older persons and the aging process. The benefits of intergenerational sharing multiply when the elderly and the preschoolers share experiences. The selected and prepared elderly persons working under a teacher of preschool education, who has some gerontology background have been prepared with course work and continuing education to encourage them to understand and work with today's children.

Perhaps this unique relationship between children and the elderly is best summarized in the words of Margaret Mead, "Grandparents and grandchildren aren't responsible for the discipline; they didn't produce those children; they don't feel as worried as parents do, and they have the patience, they have the time—the time to listen."

At the Elvirita Lewis Foundation in San Francisco, California, "the children respond to the experienced touch, to the availability, to the generally unhurried ambiance older people can provide," says Ms. Johnson, the Center's director. "And they can begin to become aware of their cultural roots, of continuity." One of the center's activities that has been a delight for everyone is a bulletin board showing baby pictures of their aides. It is interesting to watch a child and an older person in front of the display, each with his own interests and understandings, and communicating them to one another. "Everyone is expected to contribute. Children help in setting and clearing tables for meals, and along with adults, clean and maintain an orderly environment. These activities of mutual support provide a familial rather than institutional atmosphere. The resulting atmosphere is quiet, loving and secure. Rarely do these young children feel abandoned by their working parents or cry when left at the center, even though many are with us eight or ten hours a day, five days a week."

Johnson explains that there is a difference in the way kids or even young children get their roles confused. "They get dragged off into playing with the kids as kids. Playing tag or even tumbling with the kids or something like that, while the older person doesn't get himself/herself confused with the kids. He/she is the older person and they are the kids," says Johnson.

Lynn Smith, the director of a year-old child care center in Albuquerque, New Mexico which is a wing of a nursing home, reports that the center could have been filled with infants, but it was necessary to care for a range of children from infancy through five years. "Margarita," one of the residents, working five days a week with the children, reports, "Here I am at the end of my life, and I have found a reason for living working with these children at the beginning of theirs." Other elderly residents stop by to sing and pat the backs of the sleeping babies in the nursery.

Planning For a Successful Program

Questions and fears about these types of centers can be addressed on two levels—a philosophical level and a practical level. Dr. Marvin B. Sussman, in addressing the philosophical level, calls for a "linking of non-biological generations as a basic stimulus and support system for elderly persons . . . a harvesting of the richness." He asks for "value changes which address the problems of living through the use of available resources such as intellect, skills, street intelligence and whatever resources are available to achieve quality living free from desperation, alienation and isolation."

On a more practical level, Helene Block, director of family life education at Oakton Community College in Des Plaines, Illinois, stresses the need for careful pre-planning and preparation during the initial development phases. Intergenerational relationships must be fed with honesty, understanding and communication. The ongoing communication includes exploring mutual interests, understanding and respecting the natural spontaneity demonstrated by the two generations, using proven activities that encourage laughter and enhance natural daily experiences. Activities as mundane as cooking and gardening can be shared. They do not trivialize the child or the adult. Helene Block teaches preschool educators; on the campus is a child care center where persons from 17 through 90 experience intergenerational growth. The entire community is involved with placement of students within retirement communities and nursing homes, with planned programs reflecting the needs of the elderly and the children.

Anticipating Problems—Seeking Solutions

One broad source of confusion in establishing a center is the latent fear of the vastness of the education needed. It is a kind of mutual lamenting and a throwing up of hands at the thought of the preparation of elderly participants who must be selected, screened, educated and scheduled. The preschool teacher must mastermind a corps of volunteers and still be responsible for a viable and excellent child care center. The great expectations of boards, friends, staff, parents, community and family may not be realistic. Only the children, eager and wondering, provide a remarkable incentive.

Other problems may arise because many older persons are not comfortable nor child-attuned. Many older residents will not be able to cope easily with the street language of some of the preschoolers and will find it a personal affront. Many a child who is active is overwhelming to a sitting, slower-moving older person. The elderly person should understand that intergenerational care is not stating that, "Now you are old and like a child, then you should be with children."

What is remarkable and exciting is that despite such fears, many persons involved have not forgotten that to many elderly persons and children, working and playing together is a natural and wondrous event. Guided by preparation, time and planning and a positive on-going attitude, model schools are developing in many parts of the country.

The centers which initially started as employee benefits, are vastly more successful if they incorporate a community need. The community reflection can be in the form of an adult day care center for elderly persons who participate as volunteers in the center. It can also be a center which is unique for the community and fills an unmet gap, such as infant care, or after school "latch-key" care or intermittent care for mothers, who themselves find opportunity for a part-time position or personal time free of child-care. The elderly provide voluntary or paid service as pre-determined by the initial planning committee or guide-lines. As with any specific educational experience, the participants should be screened and prepared and guided through evaluation and continuing education to enable them to grow in their work with children.

Few problems arise if the resident councils of the facility have been included in the planning from the initial phase and continue to be involved. All areas of concern thus continue to be resolved in on-going discussions or formal meetings. There is an unstated recognition that as people get older, they continue to offer a wealth of experience simply in who they are and how they help a child define a role in life. Some of us are older than others. At any age, there are marvelous things to share and approach in different ways. Each person has a unique way of seeing and this can be shared. It is the shape of the concept, the tapping of resources which is vital. In experiencing the emerging of the intergenerational centers, we are seeing a groundswell of recognition of the value of the individual without regard to age. There is a need for the child and the adult alike to be recognized as a unique individual worthy of respect.

Pre-Screening the Elderly

On a practical level, the pre-screening of elderly residents or community volunteers, will determine those elderly who want to participate in such a program. Among other things, the screening identifies limitations, interests, social and career experiences.

The screening process, properly administered both individually and in groups, should include input from administrative staff which provides a physical/medical profile and a social family/friend evaluation. Residents selected to participate in the program are prepared for their new experiences by an educational program. The program includes visits to model preschools in the locality, slide and video-tape presentations of similar programs, and discussions and questions exchanged between early childhood educators, gerontologists, social workers and others about what to expect from preschoolers, as well as an ongoing continuing education which touches upon the arising attitudes and

techniques which mandate growth once the work has begun. Lectures, movies such as "Close Harmony" and actual observation of preschoolers make this growing intergenerational relationship become effective. The preparation is thus inherent and part of the total program.

Once the screening process has clarified the individual needs of the elderly and has identified what can be shared between the two generations, other techniques are developed to include those elderly not child-oriented, but who wish to be supportive.

Sussman believes that we should encourage programs "whereby elderly persons are linked with children and youth in mutually beneficial communication, activities and associations. Such linkages would be community-based and sponsored. Those which develop spontaneously should be unencumbered by bureaucratic rules and regulations. This is an untapped domain of vast resources of intellectual development, knowledge, reciprocal learning and socialization and maintenance of the mental and physical health and well-being of elderly, children and youth participants."

Sally Newman, director of "Generations Together," a series of programs administered by the University of Pittsburgh Gerontology Center, says of one program which developed intergenerational programming in senior citizen centers, that a potter and his friend, both more than 70 years of age, taught pottery to a group of children, using a senior citizen center as their base. Newman adds, "Elders can develop special insight into children's social problems and bring a sense of peace and quiet to a situation. I think there is an inherent respect in the presence of an elder on the part of the kids—the elders are unhurried and non-judgemental."

From Financing to Operation

Emerging centers follow a similar pattern of development. The usual course of action is that the administrator, the supportive team and the board of the facility or its governing council (either not-for-profit or for-profit), agree that the center is a desired and worthy service for the facility. A task force is then developed. The mission is to conduct the preliminary study within the facility and the community, determine the need, scope, degree of participation, time-frame, cost, budget, funding sources (parents' fees, gifts, foundation support, trusts, or employees' benefits program, state, county or other special funding) as well as the ages, numbers of children to be served, location, and regulations of both the nursing home and the city.

Cost factors are important. The center must be cost-effective. Fees can be adjusted on a sliding scale which differentiate between employee and non-employee. One administrator provided $30,000 in funding from local philanthropic groups before establishing a center. The administrator called to ask if $30,000 was sufficient money to open a child care center. Obviously, this is not the norm, nor is it a procedure which involves all those persons who will benefit and grow through such a center. Usually consultants or experts in establishing centers, either from the state offices or elsewhere, guide progression of the newly developing child care center in the long-term care facility.

Task force meetings are following by more meetings and lots of reports. One town council in England demanded that the local preschool educator make a presentation before the council justifying the need for a center in a nursing home. Once the approval of the council or board is achieved for the establishment of a child care center, the matters of zoning, reconstruction or construction, transportation, budget revision are addressed in appropriate sequence and implemented. There are necessary visits to other model centers in the locality and a needed open attitude about goals for the center and all concerned.

With the budgets, monies are allocated for public relations materials, manuals for parent, child and staff, and printed, written guidelines for equipment and supply acquisition.

Next, the preschool teacher is hired to implement the process. The teachers are certified and accredited by individual states. Each preschool teacher directing these centers serves the dual needs of their constituencies: the young and the elderly. They tread new ground in developing intergenerational curriculum and work to develop selected elderly supportive assistants within the preschool environment. Some programs imply paid assistants; others do not. Some programs recruit high school volunteers, tap distributive education programs, work with community college students positioning careers with the elderly or recruit professionals such as storytellers (for teaching and performance), photographers and similar creative personnel, often elderly and often from the community.

Sharing and Learning

Experiences are observed and exchanged and attest to the ultimate truth that change, like age, is one of the constants shared by both elderly and children; as well as the ability to learn in different ways. One child, learning of the death of a beloved "adopt-a-grandparent" after a birthday celebration for her remarked, "But she had such a lovely day, her last day." The children recalled how each would remember her and they planted a tree behind the home to celebrate her birthday. Those children often returned later to that huge tree, to remember.

One wheelchair resident said the children noticed only that her skin was soft on her hand. "They didn't see the wrinkles or the veins or even care that I was old," she added.

One gentleman of eighty-two was confronted by a four-year-old with a ball. The boy asked, "Are you going to be my playmate now?"

"No," the gentleman replied, "I can't be your playmate. I am not a child, but a man twice your size and about twenty times your age. But I will play ball with you."

"Whew! That's a relief," replied the boy. "Now you won't compare me to my brothers and sisters or expect me to be growed!"

Existing Programs—Rewards and Challenges

The preschool center on the grounds of Westminster/Canterbury in Richmond, Virginia, opened its doors in July, 1984. Employees' children of the facility and those of a nearby hospital and psychiatric center and the community's children are encouraged to participate. In addition to the preschool center, the complex includes a nursing home, a life care community and other types of organized services for the elderly. Pat Kawana, vice-president, is responsible for this school's development.

In April, 1982, Treehut Day Care Center in Belleville, Illinois began operation. The center's activities include gardening and woodworking using miniaturized tools and workbenches. Paula Tulley says of intergenerational day care, "We don't try to match the residents and children one-to-one: they simply evolve together. All nursing home residents are encouraged to participate and both men and women are involved on a regular and part-time basis.

During the same year, Ring Day Nursery in Springfield, Massachusetts began accepting preschoolers and nursing home residents.

In Red Wing, Minnesota, Karn Skoczek is the director of Hill and Dale Day Care in the River Hills Nursing Home with 30 preschoolers.

The Oak and Acorn Infant Day Care Center in Stevens Square Retirement Home in Minneapolis was established in 1983. Sixty-six elderly ranging in age from the 70s to the 90s are involved in the intergenerational center, and 51 do volunteer work with the infants and children whose ages are from 6 weeks to 16 months.

The Grandkids Day Care Center has 30 children from 6 weeks to six years working with residents of the Routt Memorial Extended Facility in Steamboat Springs, Colorado.

Messiah Village in Mechanicsburg, Pennsylvania, was founded in 1978 and has goals for its child care center to be of highest quality and a child care center uniquely designed for its facility within its retirement center complex and its nursing home. It meshes one-on-one uniquely suited elderly residents with its preschoolers; visits are encouraged back and forth; and the program is an integral part of residents choosing this site for retirement.

The Green Hills Child Care Center works with the nursing home of West Library Center Care, Inc. in West Liberty, Ohio. It has 29 preschoolers 20 months to five years with varying schedules and an adopt-a-grandparent program as well. In this facility, with a minimum of eight hours per week, parents may elect to have varying weekly schedules for their children.

Wee Care at Valley View Professional Care Center in Junction City, Kansas is a service for the employees.

In Cherry Hill, New Jersey, the Bernard Dubin House Intergenerational Living Experience, founded by the local Jewish community center, works directly with the Bernard Dubin House and childrc 15 months–18 months come daily.

In Pewaukee, Illinois, there are full grandparent interaction programs all year long, within the child care center of Riverhills West Nursing Home, with 30 children in the preschool and with older children coming after school and a summer day program as well.

In all, the American College of Health Care Administrators has heard from more than 40 states wishing to begin such centers. The requests for information about how to establish such centers, where to view model ones in local areas and guidelines for their establishment have also come from Canada, Alaska and France. The last week of April, 1985 saw 92 health care administrators attend a meeting at the college's annual convocation in Las Vegas and ask for support to establish such centers in the nursing homes they administer. This program, library-sponsored as an outgrowth of requests from administrators for such information, began in July of 1982, when we learned from the Children's Defense Fund and Helen Blank that such centers did exist, about five of them in all. We are now aware of over 100, and there are dissertations in this field, surveys and grants providing evaluation of quality assurance and one master's dissertation is a survey of existing child care centers in nursing homes.

There is involvement in the teaching community; the university research is tapping the needs of all involved and providing a broad range of intergenerational support, such as that of Dr. Robert Strom of the University of Arizona in Tempe. He is currently studying intergeneration work and education in Sweden on a Fulbright, but in Arizona he works directly with the elderly in challenging them not to generalize, but to identify areas of communication with both children and young people. Strom facilitates the elderly persons re-entry into a more vital world by offering them ways to gain respect and earn recognition as interested and caring community residents. Thus they are taught and experience intergenerational communication.

A Likely Pair

It is apparent that these "Likely Pairs" are here to stay and will provide a challenge to administrators, activity directors, and preschool educators who have such a deep commitment to excellence, to broaden the world of the two generations of the elderly and the preschooler.

While the preschooler/elderly mesh is only one spoke of the intergenerational wheel, it is a beginning and offers one way of filling the void that exists between generations. Each generation can be enriched by the exchange. ■

IV

Resources

A complete listing of resources to help you understand and implement intergenerational contact would be so lengthy that we could never compile it and you could never read it. Although the field is very new, there are many people across the country who have started creative programs, written excellent books and developed wonderful audio-visual tools. There is a foundation of research and resources; you don't need to reinvent the wheel.

In this final section, we have provided a sampling of people and organizations that can give you access to other people who can give you access to even more . . . and on and on. We have purposely kept this listing short, so that you might be able to use it as a starting point.

People

Margery Allen
Executive Director
Channel One, Inc.
525 6th Avenue, N.W.
Rocheste., MN 55901
(507) 288-6368

Jane Angelis
Coordinator/Camp. for Aging Education
Southern IL University—Carbondale
908 South Wall
Carbondale, IL 62901
(618) 536-6682

Elizabeth Arnovits
Executive Director
MI Council on Crime & Delinquency
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"We must create new models for adults who can teach their children not what to learn, but how to learn and not what they should be committed to, but the value of commitment."

Margaret Mead
Culture and Commitment: A Study of the Generation Gap